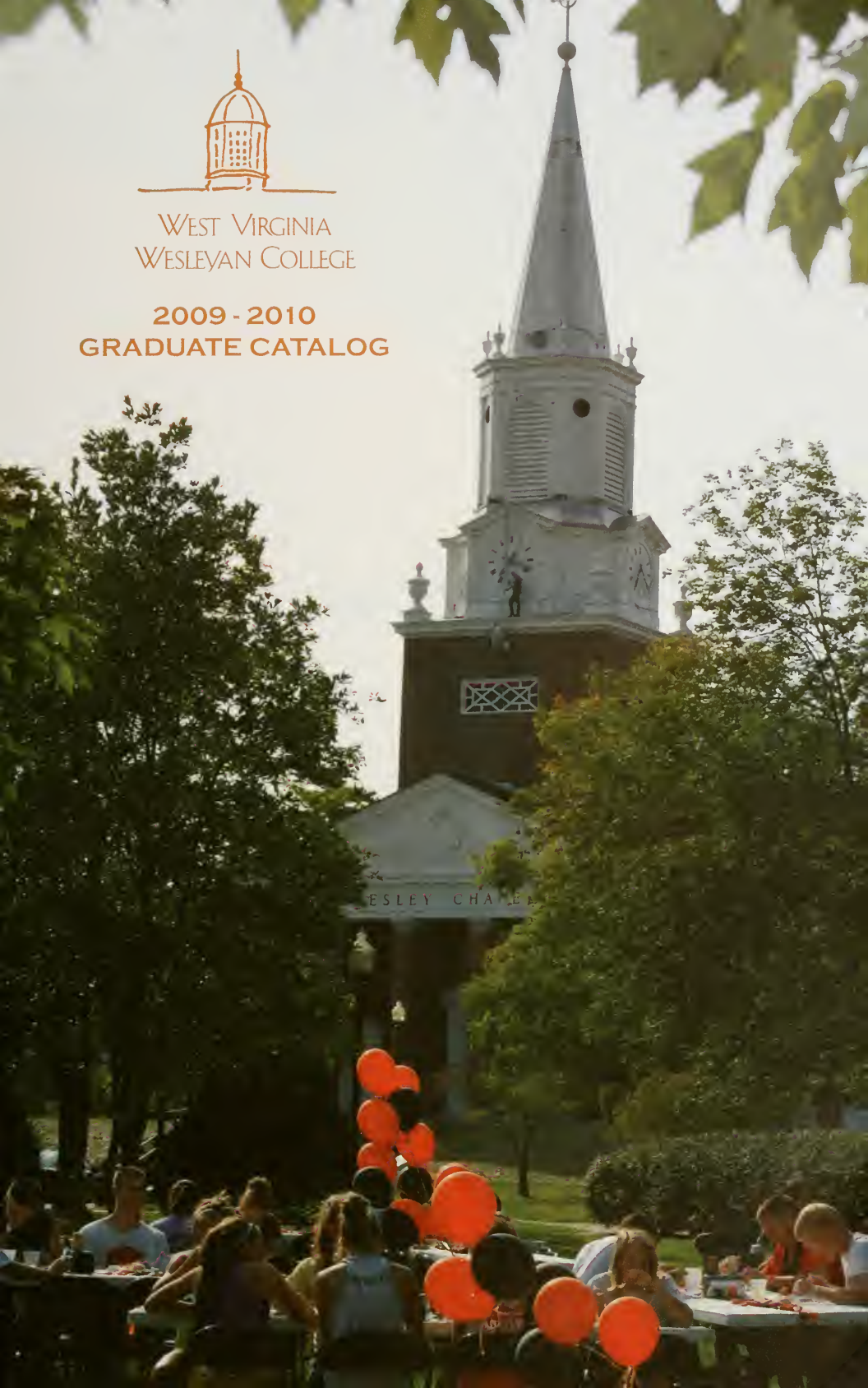

West Virginia Wesleyan College

2009 - 2010 GRADUATE CATALOG

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West Virginia Wesleyan College

2009 - 2010
GRADUATE CATALOG

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Phone (304) 473-8234

Admission (304) 473-8235 (Local)

www.wvwc.edu/gradprograms

NOTICE OF NONDISCRIMINATION/AFFIRMATIVE ACTION

West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students of access to all the privileges, programs and activities generally accorded or made available at the College. West Virginia Wesleyan College strongly supports affirmative action principles and does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, disability, or religious affiliation in the administration of its educational programs, admissions policies, financial aid programs, athletics, co-curricular activities or other College administered programs.

In accordance with the Student Right to Know and Campus Security Act, complete information regarding campus security policies and campus crime statistics can be obtained from the Vice President for Student Development and Enrollment Management.

Contents

College Calendar 2009-2010 4

West Virginia Wesleyan College 6

Graduate Academic Programs 9

Admission Procedures 9

Tuition, Fees, & Financial Aid 10

Instructional Offerings 12

Academic Policies 31

Graduate Student Life 39

Resources 45

Administrative Officers, Faculty & Staff 56

Index 68

The *West Virginia Wesleyan Graduate Catalog* is published by West Virginia Wesleyan College, Buckhannon, West Virginia 26201-2998. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.

College Graduate Studies Calendar 2009-2010

2009 FALL SEMESTER

August	24-27	Mon-Thu	Graduate Registration
	24	Monday	Classes begin (8 am)
	28	Friday	Deadline: Schedule changes and late registration
			Deadline: Pass/Fail application
September	7	Monday	Labor Day Recess
	19-20	Sat.-Sun.	Family Weekend
October	5	Monday	Deadline: Incomplete grades from Spring Semester and Summer School due in Registrar's Office
	6	Tuesday	Progress Reports due in Registrar's Office
	16	Friday	Founders Day (classes cancelled for 11:00 convocation; all other classes meet)
	17	Saturday	Homecoming
	22-23	Thu-Fri	Fall Recess (classes dismissed)
	27-18	Wed-Thu	Preregistration
November	20	Friday	Thanksgiving Break begins (5 pm)
	30	Monday	Classes resume (8 am)
December	9	Wednesday	Last day of classes
	10	Reading Day	
	11-12	Fri.-Sat.	Final examinations
	14-15	Mon-Tues	Final examinations
	18	Friday	Final grades due in Registrar's Office

2010 SPRING SEMESTER

January	12-18	Tue-Mon	Registration
	12	Tuesday	Classes begin (8 am)
	18	Monday	Deadline: Schedule changes and late registration
February	22	Monday	Deadline: Incomplete grades from Fall Semester due in Registrar's Office
	23	Tuesday	Progress Reports due in Registrar's Office
	26	Friday	Spring Break begins (5 pm)
March	8	Monday	Classes Resume (8 am)
	23	Tuesday	Deadline: Withdrawing from full-semester classes
April	2	Friday	Good Friday recess
	5	Monday	Easter Monday recess
	17-18	Sat.-Sun.	Spring Weekend
	30	Friday	Last day of classes
May	3-6	Mon.-Thu.	Final Examinations
	7	Friday	Graduate Student Banquet
	8	Saturday	Baccalaureate
	9	Sunday	Commencement
	11	Tuesday	Final grades due in Registrar's Office

MAY TERM- 4 weeks

May	10-11	Mon-Tue	Registration
	10	Monday	Classes begin
	31	Monday	Memorial Day Holiday; no class
June	5	Saturday	Final Examinations

SUMMER SESSION - 4 weeks

June	7-8	Mon-Tue	Registration
	7	Monday	Classes begin
July	2	Friday	Final examinations

West Virginia Wesleyan College

Unite the pair so long disjoined, knowledge and vital piety.
--Charles Wesley

Statement of Mission

West Virginia Wesleyan College challenges its students to a life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence. Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities—local, regional, national, and global -and its covenant with the people of West Virginia to share its educational and cultural resources.

West Virginia Wesleyan College prepares its students through its curriculum of arts and sciences, preprofessional and professional studies, and its rich campus life program. As a residential, undergraduate institution of higher education, the College aspires to graduate broadly educated men and women who

- Think critically and creatively,
- Communicate effectively,
- Act responsibly, and
- Demonstrate their local and world citizenship through service.

A Brief History

The mission of West Virginia Wesleyan College is reflected in good measure in its name. Its founding in 1890 by the West Virginia Annual Conference of the Methodist Episcopal Church climaxed a 16-year effort to establish a center of learning in the then-young state that would reflect the values of the Methodist community, meet the church's need for an educated leadership, and provide an educational resource for the general citizenry of the state and region.

Although the founders were always loyal to these overarching principles, the immediate catalyst for the College's establishment was perhaps less lofty: by 1882,

Methodists believed they had "lost control" of West Virginia University in Morgantown, leading to an exodus from the state university of Methodist students who now sought an educational alternative.

Originally known as the West Virginia Conference Seminary, the new school opened September 3, 1890, in a splendid new three-story brick building located on the present site of the Lynch-Raine Administration Building. (The original building was destroyed by fire in 1905 and replaced the following year by the current structure.) In keeping with the tradition of seminaries or academies of the day, it offered largely pre-college instruction. Bennett W. Hutchinson, a graduate of Ohio Wesleyan University and Boston University School of Theology and an ordained minister, came from Massachusetts to accept the presidency. Mr. Roy Reger of Buckhannon was the first of 201 students to enroll that first year.

Full-fledged college work was initiated in 1900 and gradually expanded until the first baccalaureate degrees were awarded in 1905. After one year as Wesleyan University of West Virginia, the name was officially changed in 1906 to West Virginia Wesleyan College, in honor of Methodism's founder, John Wesley. Pre-college work continued through 1922-23, when it was deemed no longer necessary due to the growth of high schools in the state.

The early beginnings of the College were modest, and the fledgling school was frequently plagued by debt, debt that became particularly threatening during the Great Depression of the 1930s. But the shortage of fiscal resources never dampened the vision of the College community and its supporters. By 1939, when the three major Methodist bodies united to become the Methodist Church, leaders of the College dreamed of making Wesleyan the outstanding liberal arts college in the state—a challenging vision for a financially struggling college of fewer than 500 students.

Historians of the College credit Thomas W. Haught, an 1894 graduate of the Seminary, 20-year academic dean (1909-1929), long-time faculty member, and three-time acting president, as one of Wesleyan's most influential champions of academic excellence. In addition to strengthening the faculty and the emphasis on academics, he led efforts to achieve initial accreditation by the North Central Association of Colleges and Secondary Schools in 1927.

For many, the presidency of Dr. Stanley H. Martin (1957-1972) marks the period of the College's most dramatic growth, measured in student enrollments, increasing academic stature, and an expanding physical plant. It was largely his vision that gave the campus its present Georgian character. Annie Merner Pfeiffer Library, Benedum Campus Center, Benedum Hall (originally named New Hall), Christopher Hall of Science, Doney Hall, Jenkins Hall, Holloway Hall, Martin Religious Center, Middleton Hall, McCuskey Hall, and Wesley Chapel are tangible expressions of the expansion that characterized President Martin's tenure.

Following the successful tenure of Dr. Martin, John D. Rockefeller IV served as Wesleyan's President from 1973 to 1975. The current gymnasium and athletic center were completed during his tenure. For a period of time, it was referred to on campus as "The New Gym," but was renamed the John D. Rockefeller IV Physical Education Center after his departure in 1975. Immediately following his tenure at Wesleyan, Rockefeller served as Governor of West Virginia from 1977 to 1985 and went on to serve as the Junior Senator from West Virginia in the United States Senate.

During the 1980's, Wesleyan offered its first graduate degree program in business administration and added the Camden Residence Hall Complex. The French A. See Dining Center was constructed in the mid 1990's to provide a centralized location for students to dine and socialize each day. Extensive financial resources were also

invested in information technology, with an emphasis on academic instruction during this decade. The College became one of the first institutions in the nation to require students to have laptop computers.

Many features of modern campus life at Wesleyan have long traditions. An example is football, which was introduced in the pre-college seminary in 1898. The school colors of orange and black go back to that very first game, when fullback and team captain Frank Thompson wore a turtleneck sweater in Princeton University's orange and black to honor two football greats of that university. A more comprehensive athletic program was formally organized at the collegiate level in 1902. Early sports included football, baseball, basketball, and gymnastics -- for men only. In 1996, Wesleyan received the Sears and Roebuck Award for the most successful athletic program in the nation. From 1992 to 2005, Wesleyan captured the West Virginia Intercollegiate Athletic Conference's Commissioner's Cup as the most successful athletic program.

Music was an important part of campus life, beginning in 1890 when two pianos and an organ were installed in the seminary's new building. In 1902, the current Annex Building was constructed as the Conservatory of Music, the College's first building dedicated solely to academic purposes. The school's "unofficial" anthem "My Home Among the Hills," written by former trustee E.W. "Bill" James, is sung at every school ceremony. The song has been used at special functions throughout the state, including the governor's inaugural ceremonies.

The Greek system was initiated on campus in 1925, when the Board of Trustees authorized the establishment of two sororities and three fraternities. And as early as 1910, the Wesleyan Volunteer Band—followed in 1930 by the Student Volunteer Movement—established a tradition of service among Wesleyan students, concentrating in those early years on foreign missions of the Christian church, but also maintaining strong ties to the local community. Community service programs have been expanded to become an integral part of the College's student life program.

Much has changed in higher education and in West Virginia since West Virginia Wesleyan College was established. Yet the founders would recognize much of today's curriculum and many of today's campus traditions as worthy continuations of their early efforts.

WESLEYAN ACCREDITATION

West Virginia Wesleyan is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; telephone 1-800-621-7440) and approved by the University Senate of The United Methodist Church. The College participates in the Interstate Certification Project, whereby a number of states certify teachers graduating from Wesleyan's Department of Education. The nursing program is accredited by the National League for Nursing Accrediting Commission (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; telephone 404-975-5000) and approved by the State of West Virginia Board of Examiners for Registered Nurses. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Degree programs offered in business and economics, including the Master of Business Administration program, are accredited by the International Assembly for Collegiate Business Education.

The College holds membership in the Appalachian College Association, The National Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, the National Association of Schools and Colleges of The United Methodist Church, Campus Compact, and the Council of Independent Colleges, and the Council of Graduate Schools.

Graduate Academic Programs

The mission of West Virginia Wesleyan's Graduate Programs is to serve the educational needs of graduate students in acquiring advanced learning through applied skills and ethical practice while developing competence in research scholarship in their discipline.

Graduate programs are under the umbrella of Graduate Studies with linkages to academic departments. The following section contains general graduate studies policies and procedures and the current individual graduate program admission requirements, descriptions, and degree requirements as well as all graduate course descriptions. These requirements and descriptions are current at the time of printing of this catalog, however, the College reserves the right to revise or change this information in whole or in part at anytime as such change is determined to be necessary. In any such case, the College will give appropriate and reasonable notice as is practical.

ADMISSION PROCEDURES AND PROCESS FOR GRADUATE PROGRAMS

All applicants, including non-matriculating and visiting students, must complete an Application for Graduate Studies Admission. The application forms are available online at www.wvwc.edu/gradprograms or from the Graduate Studies and Extended Learning Office in the Lynch-Raine Administration Building on campus. The completed application and all undergraduate and graduate transcripts, required test scores, and any additional materials required by the specific program as described within this catalog should be submitted with an application fee of $50.00 to the Graduate Studies and Extended Learning Office, WVWC, 59 College Avenue, Buckhannon, WV 26201.

Upon receipt, the application package is reviewed by the Dean of Graduate Studies for completeness, and then forwarded to the Director of the applicant's programs for review by each program's faculty Admission Committee. Each program's Admission Committee and Director make the recommendation for admission to the Graduate Dean who makes the final admission decision. Applicants are notified of admission decisions by mail, generally within two weeks of receipt of the complete application.

At the discretion of the applicant's program Admission Committee, Program Director and Dean of Graduate Studies, applicants who do not meet the minimum requirements for a program, but who appear to be capable of performing well in graduate work, may be accepted provisionally. The provisional acceptance will be lifted upon the student's successful completion of the specific provisional requirements cited in their provisional acceptance letter. Failure to meet the conditions and requirements of the provisional acceptance within the first year of graduate work will result in the student being academically suspended.

Accepted students are required to submit a $200 enrollment deposit, if domestic, and $500, if international, upon receipt of acceptance to secure the student's place in the program and classes. The deposit will be applied to the student's first semester tuition and fees.

NON-MATRICULATING OR VISITING STUDENTS AND AUDITING

Individuals who have earned a baccalaureate degree and wish to enroll in particular courses for personal or professional development or certification or licensure requirements without the intent to matriculate in any degree program may apply for admission as a non-matriculating student. Applicants to this status are expected to meet the minimum academic requirements as established for regular admission to the particular graduate program including official verification of an earned baccalaureate degree. Admission on this basis does not imply acceptance or eligibility in any graduate degree program, regardless of the number of credits earned on this basis. Non-matriculating students may enroll for a limited number of classes upon approval of the relevant program director.

Students who are matriculating at another college or university and wish to enroll in courses at West Virginia Wesleyan College for transfer to their home institution may apply as a visiting student. Visiting students must submit an official letter from their home institution documenting their status as a graduate student in good standing with their application. Transfer of these course credits is solely at the discretion of their home institution.

Individuals who wish to audit graduate courses for personal or professional development on a non-credit, ungraded, auditing basis may do so in select graduate courses at the sole discretion of the relevant program director. Those interested in auditing must apply as a non-matriculating student and submit with their application the application fee, all transcripts which attest to an earned degree appropriate to the chosen program and a satisfactory GPA.

TUITION, FEES AND PAYMENT PROCEDURES

Graduate tuition is billed per credit. The tuition charge (2009-10) for Master level classes is $360 per semester credit hour. The application fee is $50. The graduation fee is $125. The audit fee is $400 per 3 credit hour course. Accepted students are required to submit a $200 enrollment deposit, if domestic, and $500 if international, upon receipt of acceptance to secure the student's place in the program and classes. The deposit will be applied to the student's first semester tuition and fees.

Graduate students who are pre-registered will be billed in advance of each semester by the Student Accounts Office. Account balances must be paid in full before each enrollment period. American Express, MasterCard, Visa and Discover are accepted.

Any financial obligations incurred during the semester must be paid before the semester concludes. No academic credentials will be issued to the student until all colleges bills are paid and all Financial Aid documentation has been completed. For students approved for withdrawing from the college, see the refund regulations

and schedule from the Student Accounts Office as follows:

Funds in excess of institutional costs are refunded to the student after the schedule change period and must be requested in writing. Refunds are subject to the following regulations:

1. For a student withdrawing from the College because of illness, or for other reasons approved by the Dean of Graduate Studies, the following refund schedule will be used:

   Fall and Spring Semesters
   Within 2 weeks..... 80% of tuition refunded
   2 to 4 weeks ..... 60% of tuition refunded
   4 to 6 weeks ..... 40% of tuition refunded
   After 6 weeks ..... No Refund

   May Term & Summer Term
   Within 2 class days ..... 100% of tuition refunded
   After 2nd class day..... No Refund

2. Students making schedule changes after the first five days of a semester or the first two days of a summer term will receive refunds of the difference in tuition charges according to the schedule listed above for withdrawal from the College.

3. A student withdrawing from the College during a semester or summer term for any reason other than those stated in (1) above will receive no refund of tuition charges.

FINANCIAL AID

Various financial aid opportunities are available for graduate students including interest-free loan deferrals, Federal Student Loan programs, and other loan opportunities. Additionally, many employers provide full or partial tuition reimbursement to their employees who participate in job relevant graduate study. For financial aid purposes, students may be considered full-time when enrolled in six or more graduate credit hours per semester or session. For further information, contact the WVWC Financial Aid Office at 304-473-8080.

COURSE NUMBERING SYSTEM

The first of the three digits of the course number indicates the general level of instruction (target audience). Graduate courses are open only to students who have earned a bachelor's degree and to students in the combined Five-Year Undergraduate/ Graduate Programs.

500 - 799 Graduate courses.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

PROFESSOR: Bernard F. Keating
ASSOCIATE PROFESSORS: D. Scott Bellamy, Michael B. Ervin, Jeffrey L. Godwin, Hamid Shaafi
ASSISTANT PROFESSOR: Susan Aloi
VISITING INSTRUCTOR: Kelly Hughes
SENIOR LECTURER: David McCauley
DIRECTOR OF MBA: Kristina Smith

The Wesleyan Master of Business Administration program offers an integrative general management curriculum that prepares managers to think and lead at all levels of an organization. The broad-based curriculum strives to create organizational leaders with multiple skills who can analyze business problems from a variety of perspectives and exercise ethical judgments when finding solutions. At the core of the program are the functional areas of business: accounting, finance, management, and marketing; these are supported by courses in ethics, economics, and quantitative analysis. The objectives of the program are to offer a curriculum with a rich philosophy about judgment, analysis, and action via a healthy mix of theory and practice; to provide a unified and innovative core curriculum that provides focus and continuity; to provide outstanding, student-centered teaching that results from faculty who are current in their fields and committed to developing students as ethical decision makers; and to offer a curriculum that balances technical and substantive issues in management.

The 42-semester hour program is designed to be pursued either on an intensive schedule by full-time students or on a part-time basis by business professionals, using evening and summer class opportunities.

ADMISSION

Application for admission to the program is invited from anyone who holds a bachelor's degree from an accredited college or university, regardless of undergraduate major. Applicants should complete the application form and return it to the Graduate Studies and Extended Learning Office along with:

1. a current curriculum vitae showing relevant work experience;
2. a non-refundable application fee of $50;
3. two letters of recommendation (one from an employer and one from a professor);
4. official transcripts of all undergraduate and graduate work;
5. an official report of the Graduation Management Admission Test (GMAT); and
6. if an international student, an official report of the Test of English as a Foreign Language (TOEFL).

Based on the recommendations of the M.B.A. Admission Committee and the M.B.A. Director, the Graduate Studies Dean will make final admission decisions and notify applicants in writing of those decisions.

UNDERGRADUATE FOUNDATION COURSES

Although Wesleyan's M.B.A. Program is designed for students committed to a career in business, regardless of their undergraduate major, all students are required to have a basic knowledge of business. Before students may enter the M.B.A. Program, they must complete the following prerequisite foundation courses or pass an examination to demonstrate their knowledge of the subject: Financial Accounting, 3 hours; Microeconomics, 3 hours; Statistics and Computers, 3 hours.

Requirements for Master of Business Administration Degree

All candidates must:

1. Complete 42 semester hours, including BUSI 510, 520, 530, 540, 550, 560, 570, 610, 620, 630, 640, 700; plus 6 hours selected from other graduate business courses or courses approved for transfer from other institutions;
2. Earn at least 33 hours in residence;
3. Achieve a cumulative B average (3.0 grade point average) in all courses applicable toward the M.B.A. degree and in all M.B.A. work completed at Wesleyan.
4. Complete all M.B.A. course requirements within seven years from the date of enrollment in their first Wesleyan M.B.A. course.

5 - Year Master of Business Administration Program

See the Undergraduate Catalog for more information on the 5 - Year Undergraduate / Master of Business Administration program.

Business Courses

BUSI 510. Accounting I: Financial Accounting. **3 hrs.**
Introduction of the rationale for, and implications of, fundamental accounting concepts and accounting procedures with the goal of preparing students to interpret, analyze, and evaluate financial statements. The importance of financial statements in the managerial decision-making process is emphasized.

BUSI 520. Finance I: Fundamentals of Finance. **3 hrs.**
Introduction to the concept of time value of money and its effect upon financial decisions. The course also addresses the idea of risk-return trade-offs, essentials of capital budgeting, identification and estimation of relevant cash flows, and evaluation of alternatives on a comparable basis.

BUSI 530. Management I: Management Theory and Leadership. **3 hrs.**
Introduction to the fundamental concepts and practices of management and leadership. The course covers the core functions: planning, organizing, leading, and controlling. Topics include strategic decision making, models of leadership, process design and control, total quality management, organizational design and structure, and project management.

BUSI 534. Human Resource Management. **3 hrs.**
This course introduces the theoretical, technical and legal aspects of human resource

management and employment relations. Topics covered include: human resource planning, recruitment, selection, performance evaluation, training and development, compensation, labor relations, occupational safety and health, and the evaluation of human resource management programs.

BUSI 535. Management for Non-profits. **3 hrs.**

This course is intended to provide you with a broad understanding of the wide range of issues involved in developing and leading a non-profit enterprise. You will be introduced to the operating environment, resource concerns, and unique leadership requirements of non-profits.

BUSI 540. Marketing I: Marketing Management. **3 hrs.**

A course emphasizing the decisions that marketing managers face in their efforts to bring together the objectives and resources of their organizations with the needs and opportunities in the marketplace. The strategies, tactics, and administrative issues surrounding marketing decisions are addressed by integrating the four functional areas of business in a market-drive simulation. In addition, the theoretical foundations of marketing management are explored.

BUSI 550. Quantitative Methods for Management. **3 hrs.**

An introduction to statistical methods as they apply to business and economics. Emphasis is placed on using computer tools to analyze data and preparing written reports based on the analyses. The course is designed to assist the M.B.A. student to better understand the nature of decision making using standard statistical tools. Problem solving and class discussion are the primary techniques of instruction, with one additional directed assignment using computer-based research tools to conduct statistical analyses.

BUSI 560. Managerial Economics. **3 hrs.**

Application of microeconomic concepts and decision science to managerial problems. Topics include the theory of consumer behavior, the theory of the firm, the theory of market structures and pricing, game theory, linear programming, input-output analysis, statistical estimation, forecasting, and capital budgeting. *Completion of BUSI 550 prior to enrolling in this course is recommended.*

BUSI 562. Labor Economics. **3 hrs.**

The objective is for students to develop an understanding of the modern theory of labor market behavior and gain the ability to apply related economic concepts. Topics include labor demand, labor supply, compensating wage differentials, investments in human capital, wage determination, earnings differences, unionism, and unemployment.

BUSI 570. Applied Ethics for Management. **3 hrs.**

A study of ethical decision making in a business context. Topics include ethics and a free market ideology, the competitive advantage of ethics-based thinking, uncovering organizational ground rules, breaking the gridlock of competing interests, frameworks for ethical decision making, conflicts between businesses and publics, and the relationship between business culture and business ethics. Case studies and presentations are the primary learning tools.

BUSI 571. Ethical Issues in Marketing **3 hrs.**

Ethical frameworks and case studies for the analysis of marketing decisions, especially as regards pricing, product management, promotion and distribution, and advertising and personal selling.

BUSI 572. Negotiation and Conflict Resolution **3 hrs.**

This course is an introduction to the fundamental concepts and practices of Negotiation and Conflict Resolution. It will involve discussions about the nature of negotiation, the strategy and planning involved in negotiation and the role that communication, power, relationships and ethics play in negotiation. In addition, the students will be introduced

to general concepts of conflict resolution in the workplace.

BUSI 573. Insurance Principles and Planning **3 hrs.**

This course introduces students to the fundamentals associated with the principles of risk management through insurance contracts. It also covers the topics of property and casualty insurance, life insurance and living benefits.

BUSI 575. Legal Environment of Business. **3 hrs.**

Students will develop a practical, working knowledge in many areas of the law following exposure to contracts, torts, property, employment/human resource management law, agency, secured transactions, negotiable instruments, and time permitting, a brief examination of some selective environmental and international law issues.

BUSI 580-589 and BUSI 680-689. Special Topics. **3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

BUSI 590-599 and BUSI 690-699. Independent Studies. **3 hrs.**

Each student is permitted to take a maximum of six graduate hours of independent studies. These courses are jointly designed and developed by the student and a sponsoring faculty member to satisfy the student's need for individual applied research topics.

BUSI 610. Accounting II: Management Accounting. **3 hrs.**

A study of special topics in cost accounting: budgeting, profit control, tax planning, inventory control, and decision models. Cash forecasting, modeling the financial requirements of the firm, and analyzing the financial statements for investment decisions are also covered. *Prerequisite*: BUSI 510.

BUSI 620. Finance II: Financial Management and Policy. **3 hrs.**

Advancing the theoretical constructs of corporate financial decision making, this course covers he important decisions that financial managers face as they balance such issues as capital budgeting, cost of capital, dividend policy, long-term financing and mergers, and working capital management. *Prerequisite*: BUSI 520.

BUSI 630. Management II: Organizational Behavior. **3 hrs.**

The "people" side of management. With emphasis on understanding why people behave the way they do in organizations, the course examines variables at the individual, group, and organizational levels. Topics include individual differences, perception, values and attitudes; motivation; group dynamics; teamwork; communication; leadership; power and politics; conflict management; organizational design and structure; job design; organizational culture; and organizational change.

BUSI 640. Marketing II: Marketing Research. **3 hrs.**

An examination of the role of marketing research in business decision making. The course addresses both substantive and technical aspects of marketing research: problem definition, data collection, data analysis, and interpreting and communicating research findings. The theory undergirding the course maintains that one must carry out research in a field setting to fully understand the processes involved in designing relevant, timely, and accurate research studies. Students will gain experience in applying research concepts and methods to current business problems. *Prerequisite*: BUSI 550.

BUSI 700. Business Policy. **3 hrs.**

The capstone M.B.A. course, designed to integrate the functional areas of business: accounting, finance, management, and marketing. Patterned after the method of the Harvard Business School, this case-oriented course draws on readings, group analysis, written reports, panel discussions, and oral presentations. *Prerequisites*: BUSI 510, 520, 530, 540, 550, 560, 570, 610, 620, 630, 640.

MASTER OF SCIENCE DEGREE IN ATHLETIC TRAINING

PROFESSOR: R. Daniel Martin, EdD, ATC
ASSISTANT PROFESSORS: Rae Emrick, MS, ATC, CSCS (CIE)(ACI), Drew Mason, MS, ATC, LAT
CLINICAL INSTRUCTOR: Bonnie Smith, M.S.N., F.N.P.

The Athletic Training Master of Science degree is designed to provide students with the theoretical knowledge and understanding of the profession of athletic training beyond that of the entry level program and to enhance the quality of health care services for the physically active through the development of advanced clinicians. The program is a 12-month, 36 credit hour curriculum that blends classroom instruction and real clinical, practical experiences.

Each fall and spring semester shall include a clinical practicum in which graduate students will be placed in various clinical placements (collegiate athletics, high school athletics, middle school athletics, etc.). Graduate students will need reliable transportation to and from clinical placements. Students must note that specific clinical placements may begin prior to the actual first day of class.

Students will be required to complete a thesis or research project to fulfill the degree requirements. Students who graduate from the program and hold the ATC (Certified Athletic Trainer) credential, will be qualified to be employed as athletic trainers in secondary schools, colleges and universities, professional athletic teams, sports medicine clinics, physician's offices or in industrial preventative medicine clinics.

Admission to the Master of Science in Athletic Training:

The master's degree in athletic training is designed as a maximally time efficient mechanism by which graduates from any CAATE accredited curriculum can obtain an advanced degree, in addition to nationally recognized certifications as a Certified Athletic Trainer (ATC), Certified Strength and Conditioning Specialist (CSCS), and Emergency Medical Technician (NREMT-B). The major strength of this program is the fact that the student may complete all of this training in a one year plan of study. *Note: The Emergency Medical Technician (NREMT-B) course is an additional course for any non-West Virginia Wesleyan College ATEP graduate.*

Each applicant will be considered individually by the Master of Science in Athletic Training Admission Committee. For full consideration, each applicant must be a graduate of a CAATE undergraduate curriculum with a GPA of 2.75 or higher in all undergraduate college work and a GPA of 3.0 or higher in any graduate work. BOC certification and/or BOC eligibility are required. Applicants must also submit the following to the Dean of Graduate Studies:

- official transcripts for all undergraduate and graduate courses.
- an official report of the Graduate Record Examination (GRE), if applicable.
- two letters of recommendation.
- a current vita with relevant work experience.
- an Application for Admission with a $50 nonrefundable application fee.
- an official report of the TOEFL, if applicable.

Once admitted to the program, students must maintain a cumulative grade point average of 3.0 or above on all graduate work. Students must also complete at least one course per semester to maintain enrollment within the program. It is necessary to point out that the program is designed for completion in one calendar year and the student may not receive maximum benefits from an extended completion timeline. If the student fails to enroll for more than one semester, a new application for admission must be approved before resuming the program.

Candidates must complete the program within five years. Transfer credits older than seven years will not be applied toward the master's degree.

MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM OF STUDY REQUIREMENTS

A minimum of 36 credit hours are required for the M.S.A.T. degree. Required courses include EXSC 520, 551, 597, 620, 625, 630, 650 and 655. Approved elective courses include EXSC 510, 525, 560, and 521. ***Additional course choices may be applied to the student's plan of study after consultation with the director of the M.S.A.T. program. Students are encouraged to pursue electives in other academic units if approved.***

Athletic Training Courses

EXSC 510. Graduate Clinical Internship. **3 hrs.**
One hundred hour offsite placement locally with physician specialists, physical therapists, nutritionists, emergency medical personnel, and/or other disciplines that are individually chosen by the student to compliment their personal and career interests goals, and preparation needs.

EXSC 520. Clinical Practicum I. **3 hrs.**
Clinical experience in athletic training that allows a greater understanding of the different members of sports medicine community; incorporating viewpoints into the process of making decisions about the care of the injured athlete; and allows students to broaden their exposure to administrative duties. Seminar discussions will be included.

EXSC 521. Clinical Practicum II. **3 hrs.**
Clinical experience in athletic training that allows students to broaden their experience and to develop advanced clinical skills, clinical thinking and problem solving abilities. Seminar discussions will be included.

EXSC 525. Pharmacology and Drug Therapy. **3 hrs.**
Principles of Pharmacology will be discussed including pharmacodynamics and pharmacokinetics. Pharmacotherapy is presented with a pathophysiological approach and emphasis is on major drug classifications and prototype drugs. Social, cultural, legal,, and ethical issues related to drug therapy are explored. Research related to the application of pharmacotherapy for the athlete and related issues are explored by the student.

EXSC 551. Statistics in Allied Health Research. **3 hrs.**
In depth exploration of statistical modeling including but not limited to multivariate

techniques, single subject designs, ANOVA, ANCOVA, MANOVA, MANCOVA, regression models, path analysis, etc.

EXSC 560. Foundations of Strength and Conditioning. **3 hrs.**
This course is designed to provide students with a comprehensive review of muscle and cardiovascular physiology, biochemistry, and endocrinology related to the principles of strength training and conditioning. Students will gain experience in the practical aspects of designing individual workout sessions, periodization and programming to enhance progression. Emphasis will be placed on program design, for individuals and groups, to enhance performance variables. The course is designed to assist the student in meeting the requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam (additional fee required for examination).

EXSC 597. Graduate Research Seminar. **4 hrs.**
In depth master's thesis development and proposal. Students will complete the first three chapters of the formal thesis and complete a departmental thesis proposal for review. Topics will include thesis development, types of research (including but not limited to literature review, meta analyses, case reports, etc) in current top tier refereed research publications. Students will also identify a journal of choice and submit the prospectus per its format for publication submission upon completion in spring.

EXSC 620. Advanced Orthopedic Assessment. **3 hrs.**
Advanced manual, radiologic, and other current evaluation methods in the orthopedic and sports medicine arena. Topics will include but are not limited to: Evaluation of orthopedic pathologies, advanced manual techniques, radiologic evaluation(s), surgical anatomy reviews, and surgical procedure observation and evaluations. Significant guest lectures by local and regional surgeons, and other physician specialists included.

EXSC 625. Advanced Physical Assessment. **3 hrs.**
An in depth and clinically advanced study of advanced medical assessment of common illnesses, and medical problems in the athletic and physically active population. Significant physician guest lectures and interaction.

EXSC 630. Evidence Based Medicine. **3 hrs.**
Students will gain a greater understanding of utilizing evidence-based medicine (EBM) theory and how it can be incorporated into athletic training daily practice.

EXSC 650. Graduate Writing/Thesis Defense. **3 hrs.**
Completion of data acquisition, analyses, and presentation of formal five chapter thesis document to committee. Also, the student will complete a formal thesis defense presentation to department faculty upon completion and submit to a research journal.

EXSC 655. Professional Topics Seminar. **2 hrs.**
Exploration of current professional topics including certification requirements, licensure, third party reimbursement, grantsmanship, and other professional domains in athletic training as defined by the NATA Role Delineation Study.

MASTER OF SCIENCE DEGREE IN NURSING

PROFESSOR: Judith A. McKinney
ASSOCIATE PROFESSORS: Susan B. Leight, Shauna L. Popson
VISITING ASSISTANT PROFESSOR: Terri Blake

The Wesleyan Master of Science in Nursing degree program with a Concentration in Nursing Education prepares professional nurses with skills and abilities to contribute to the development of nursing and health-care knowledge as well as ensuring the delivery of quality and cost-effective client care. The broad-based curriculum strives to create graduates with multiple skills to provide the leadership needed to advance nursing education, conduct pedagogical research, and contribute to the ongoing development of the science of nursing education. At the core of the program are the courses that emphasize advanced study in nursing science, specifically, nursing theory and research methods, health care leadership and policy, and concepts essential to advance nursing practice. Nursing education foundational courses, offering an opportunity to integrate advanced nursing knowledge with educational theory and research include: curriculum, development and evaluation; advanced educational psychology; role synthesis in nursing education and quantitative analysis. These courses are informed by the study of rural health as a context for practice, education and research.

The objectives of the program are to offer a curriculum that fosters scholarly inquiry in the art and science of nursing via a healthy mix of theory and practice; to provide a unified and innovative curriculum that has focus and continuity; to provide outstanding student-centered teaching that results from faculty who are current in their fields and committed to developing students as leaders, thinkers, scholars, communicators, and change agents; and to offer a curriculum that balances advanced study in nursing science with pedagogical theory from nursing and related disciplines.

The 37 hour program is designed to be pursued either on an intensive schedule by full-time students or on a part-time basis by nursing professionals using evening and summer class opportunities. In June 2009, the MSN program at West Virginia Wesleyan College was deemed eligible to participate in the candidacy process. This process is the pre-requisite step toward formal review for NLNAC initial accreditation by the National League for Nursing Accreditation Commission.

ADMISSION TO THE MASTER OF SCIENCE IN NURSING PROGRAM

Early Assurance Program (EAP): Academically excellent high school students may be eligible for the MSN Early Assurance Program, an accelerated pathway to the MSN. This program permits student entering the Wesleyan BSN program to apply for admission to the MSN program and have their place reserved in our highly competitive nursing education master's program. Accepted students may take 6 hours of core MSN classes during their junior/senior year. Inclusion in the program is contingent upon maintaining a GPA of 3.0, first time passage of NCLEX, and professional behavior throughout the nursing program.

Current Students: Students currently enrolled in the BSN program at Wesleyan may apply for admission to the master program during the second semester of their

sophomore year. Up to six graduate credits may be taken during the junior/senior year. Students enrolled for six graduate credits or more are considered full-time in the master's program. Bachelor degrees will be conferred upon completion of the BSN program and the MSN will be conferred upon successful completion of the MSN program.

Traditional Program: Individuals who have an earned undergraduate degree in Nursing wishing to enter the master's program may apply for admission at any time and must be enrolled for six credits hours or more to be considered for full-time study. Students may also enroll for part-time study in the traditional master's program.

REQUIREMENTS FOR ADMISSION TO THE MASTER OF SCIENCE IN NURSING PROGRAM

Each applicant will be considered individually by the Graduate Nursing Admission Committee. For full consideration, each applicant must:

- complete the Application for Admission and submit with a $50 nonrefundable application fee to the Dean of Graduate Studies;
- submit official transcripts for all coursework completed at the collegiate level to the Dean of Graduate Studies;
- declare intention to enter the 5 year program during the second semester of the sophomore year, if a current student;
- have an undergraduate GPA of 3.0 or higher in all previous college work;
- provide two recommendations, using the Graduate Recommendation Form, one of which must be completed by the advisor of record or professional supervisor;
- submit a personal statement of goals and objectives;
- demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL);
- submit record of first passage of the NCLEX following completion of the BSN program.

Once a candidate is admitted to the MSN program:

- The student must maintain a GPA of 3.0 for all graduate work;
- The student must maintain an unencumbered WV RN license;
- If student fails to enroll for 2 semesters, a new application for admission and application fee must be completed before resuming the program;
- Candidates must complete the program within five years.

MASTER OF SCIENCE IN NURSING PROGRAM OF STUDY REQUIREMENTS

A minimum of 37 credit hours is required for the MSN degree.

Nursing Core Courses (15 hours): NURS 522, 550, 555, 565, 570.

Nursing Education Foundation Courses (16 hours): EDUC 520, BUSI 550, NURS 535, 540, 560, 561L.

Electives (3 hours) chosen from NURS 533, 536, or EDUC 530 (*Elective courses support role development in the MSN curriculum. Students select one elective according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate).*

Research (Capstone/Topics) Project course (3 hours): NURS 600.

Nursing Courses

NURS 522. Advanced Health Assessment and Health Promotion. **2 hrs.**
This course focuses on promotion of health, prevention of illness, and identification of factors that impact health across the life span. It prepares students to conduct comprehensive assessment of clients, including health history, family history, physical examination, and selected laboratory diagnostics. Developmental, cultural, environmental, nutritional, and occupational aspects are included in the assessment. Clinical reasoning provides for differentiation between normal and abnormal findings. Principles of health promotion and illness prevention/early detection are emphasized.

NURS 533. Cultural Roots and Health Beliefs. **3 hrs.**
Persons in the helping professions are challenged to deliver culturally sensitive, competent care. This course is designed to assist students to examine behaviors, values, language and health beliefs that define cultural roots and influence the delivery of health care.

NURS 535. Issues in Rural Health **2 hrs.**
Provides students with concepts and principles of rural health. Definitions of rurality and its influence on health outcomes and access to health care. The nature of rural communities is examined and health/illness patterns explored from a social and epidemiological perspective. Structure and function of rural health care services and their role in maintaining the health status of individuals and communities will be examined. The utility of a vulnerable population's conceptual model as it applies to rural health will be explored.

NURS 536. Behavioral and Social Aspects of Health **3 hrs.**
This course focuses on social and behavioral models of health and how these differ from biological determinants. Behavioral and social patterns of living currently account for the greatest percentage of premature death in the U.S. Core theories and models of behavior and behavior change for persons will be discussed. Theories specific to public health problems that are influenced by social and societal norms will be examined.

NURS 540. Curriculum Development, Application and Evaluation in Nursing Education. **4 hrs.**
This course is designed for graduate students who plan to teach in nursing education programs, either in academic or health care settings. Analysis of principles and processes involved in building curricula as well as concepts of curriculum theory, design, development, and evaluation are explored. Theories, concepts from education, psychology, and related fields inform the development and analysis of nursing curricula for the classroom and clinical practice setting. Factors influencing the curricular components of planning, instruction, and evaluation are examined. *This course is a prerequisite to the courses: Seminar and Practicum: Role Synthesis in Nursing Education. Prerequisites:* Undergraduate Nursing Degree; WV RN License.

NURS 550. Advanced Pathophysiology and Pharmacology. 4 hrs.
This course focuses on altered health states and treatment modalities across the lifespan. In-depth study of biologic and behavioral pathophysiologic responses of body systems to disease processes as well as selected modes of pharmacologic therapy is presented. Using a systems approach to disease processes, pharmacotherapy is presented with an emphasis on pharmacodynamics, pharmacokinetics, major drug classifications and prototype drugs. Age specific and developmental variations are explored.

NURS 555. Theoretical Foundations of Nursing Science. 3 hrs.
This course provides an advanced analysis of assumptions, theoretical structures and methods that underpin the science of nursing. Students are presented with opportunities to critique extant and emerging theories as they relate to nursing. Coursework facilitates advancement of nursing practice based on theoretical principles. *Prerequisites:* Undergraduate Nursing Degree; WV RN License.

NURS 560. Seminar: Role Synthesis in Nursing Education. 2 hrs.
Provides the student with opportunities to synthesize the multi-faceted role of nurse educator including teacher, scholar, and leader. Selected teaching strategies to achieve educational objectives in the cognitive, affective and psychomotor domains are explored. The seminar covers such topics as how professional expertise is taught and learned, teaching styles appropriate for novice and as well as experienced learners, the multicultural classroom, and evaluation of student outcomes in both the classroom as well as the clinical setting. *Co-requisite:* NURS 5i61L. *Prerequisite:* NURS 540.

NURS 561L. Practicum: Role Synthesis in Nursing Education (Laboratory Course) 2 hrs.
This course taken concurrently with NURS 560 provides the student with an ongoing mentored classroom experience. A faculty mentor will be assigned to assist the student in developing instructional skills in the traditional and/or virtual classroom for an academic term.

NURS 565. Advanced Research Methods for Allied Health Professionals. 3 hrs.
This course provides an overview of qualitative and quantitative research processes and designs for the Allied Health Professional. Prepares students to explore, critique, synthesize, and utilize appropriate research findings to resolve problems and improve outcomes. Incorporates various research designs and applied research methodology in the development of a research project for evidence-based practice.

NURS 570. Advanced Leadership and Health Policy in Nursing. 3 hrs.
This course explores the impact of political, social, economic and ethical influences on the health care delivery system. Special attention is given to how chance occurs and to how government regulations, consumerism, and legislative action influence health care in the United States. Principles of systems and change theory in relation to evidenced-based practice in nursing will be examined. *Prerequisites:* Undergraduate Nursing Degree; WV RN License.

NURS 600. Research (Capstone/Topics) Project. 3 hrs.
Scholarly inquiry with in-depth, focused analysis, culminating in a written product/report for dissemination. Students select from an array of research skills, contract with faculty to mentor the project and write up the findings in a format suitable for publication. *Prerequisites:* NURS 555, 565.

MASTER'S IN EDUCATION

ASSOCIATE PROFESSORS: Shirley Fortney, Carol Means, Karen Petitto
ASSISTANT PROFESSORS: Susan Aloi, Deborah Bush, Tammy Samples

The purpose of Wesleyan's Master's in Education program is to provide certified teachers or candidates in the five-year program with opportunities to extend their knowledge and experiences, and improve their own teaching as well as student learning. Candidates in this program should develop the advanced knowledge, skills, and dispositions essential for teaching excellence. The program includes advanced study in research and analysis of data, schools and society, human development and learning, curriculum design, and strategies for adapting learning to individual student needs. Opportunities are provided for master's candidates to improve their knowledge of subjects that are taught, how to effectively teach students that subject, and how to effectively integrate instructional technology into the classroom. Through field experiences, master's candidates will gain advanced skills in working with educational colleagues, K-12 students, and parents, and will conduct action research in the K-12 schools. The program is approved by the West Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036: telephone 1-202-466-7496).

Graduates who complete Wesleyan's Master's in Education's **Multi-Categorical Special Education** program qualify for professional licensure in multi-categorical special education in West Virginia and in most other states. Those who complete the Master's in Education **Reading Specialization** program will qualify for professional licensure as a Reading Specialist in West Virginia and in most other states. Graduates who complete the Master's in **Education Post-Baccalaureate Accelerated Initial Certification** program will qualify for professional licensure in secondary education in a content area of English, mathematics, science, or social studies in West Virginia and in most other states. ***Some states may require limited additional work and/or testing before a candidate educated out-of-state may be eligible for permanent professional licensure.*** Because the master's program demands very careful coordination of academic, professional, and field instruction, candidates are encouraged to seek early advising from a member of the education faculty.

ADMISSION TO THE MASTER'S IN EDUCATION PROGRAM

Five-year program. Students currently enrolled in the teacher education program at Wesleyan may apply for admission to the five-year master's program during the second semester of their junior year. Up to six graduate hours may be taken during the senior year. To be eligible for financial aid, at least three-credit hours of undergraduate work that count toward the undergraduate degree must be taken each semester throughout the master's program (excluding summer sessions). Five-year students must be enrolled for twelve credit hours or more to be considered full time. The bachelor's and master's degrees will be conferred simultaneously upon successful completion of the five-year program. See the Undergraduate catalog for more information on the 5 - Year Undergraduate / Master's program.

Traditional program. Individuals with an earned undergraduate degree wishing to enter the master's program may apply for admission at any time and must be enrolled for six credit hours or more to be considered full-time. Students may also enroll for part-time study in the traditional master's program.

Applicants should complete the Application Form and submit it and all supporting materials detailed below to the Graduate Studies and Extended Learning Office. Each applicant will be considered individually by the Education Admission Committee.

For full consideration, each applicant must:

- Provide official transcripts for all undergraduate and graduate coursework.
- Declare intention to enter the Five-Year Program prior to completion of 60 hours of undergraduate course work in one of the following majors: Elementary Education, or Secondary Education majors of English, Math, Science, or Social Studies.
- Have an undergraduate GPA of 2.75 or better in all previous college work and at least a 2.0 or better undergraduate and 3.0 or better graduate grade in each education course.
- Provide two recommendations, using the Graduate Recommendation Form, one of which must be completed by the advisor of record or professional supervisor.
- Submit a Personal Statement of Goals and Objectives.
- Complete the Application for Admission to the MEd Program and submit with a $50 nonrefundable fee.
- Non-native-English speakers must demonstrate proficiency in English by submitting their results on the Test of English as a Foreign Language (TOEFL).

Once admitted to the master's in education program, the candidate must maintain a cumulative grade point average of 3.0 or above on all graduate work and be free of substantiated challenges to his or her dispositions regarding the teaching profession.

Candidates must complete the program within five years. Transfer credits older than seven years will not be applied toward the master's degree.

REQUIREMENTS FOR LICENSURE (CERTIFICATION)

Each candidate must make formal application for a professional license (teacher's certificate) on forms supplied by the State Department of Education in the state where licensure is desired. It is recommended that all successful teacher education candidates apply for West Virginia licensure immediately upon graduation, since licensure in other states *may* require a West Virginia license. Allow eight to ten weeks for processing of the application, which should be submitted through the Registrar's Office.

Licensure in West Virginia requires successful completion of the appropriate Praxis II tests. **Candidates are encouraged to work closely with licensure agencies within the states in which they plan to teach.** Candidates for WV licensure must meet U.S. citizenship requirements set by the WVDE. Fingerprinting and FBI background

checks are also required.

Candidates applying for certification must have completed course work within seven years of application.

Multi-categorical Special Education: This program is designed to provide certified teachers and Wesleyan teacher candidates with the opportunity to simultaneously earn a master's degree in education and an endorsement in multi-categorical special education. This multi-categorical special education endorsement **must** be attached to certification in elementary education or secondary education majors of English, mathematics, science, or social studies.

Reading Specialization: This program is designed to provide certified teachers and Wesleyan teacher candidates with the opportunity to simultaneously earn a master's degree in education and an endorsement in reading specialist. The reading specialist endorsement **must** be attached to certification in elementary education or secondary education majors of English, mathematics, science, or social science.

Post-baccalaureate Accelerated Initial Certification: This program is designed to serve individuals who already possess an undergraduate degree and now wish to pursue initial teaching certification in a secondary-education content area. The program is ideal for individuals who are interested in returning to the workforce or changing careers. Candidates must possess an undergraduate degree in a secondary teaching content field of English, mathematics, science, or one of the areas of social studies.

MASTER'S IN EDUCATION PROGRAM OF STUDY REQUIREMENTS

A minimum of 30 graduate credit hours is required for the Master's degree.
Professional Education Core Courses: EDUC 510, 520, 530, 567, 570, 597, 598

Pre-Requisite Undergraduate-level Multi-Categorical Education Courses: SPEC 230, 330
Multi-Categorical Courses: SPEC 515, 525, 535, 545, 555, 574

Undergraduate-level Specialization in Reading Education Courses: EDUC 131, 250 **or** EDUC 131, 210, 211
Specialization in Reading Courses: RDNG 510, 520, 530, 540, 550, 574

Post-baccalaureate Accelerated Initial Certification Courses: SPEC 230, 330; EDUC 370, 610, 620, 640, 650, 674

Professional Education Core Courses (18 hrs.)

EDUC 510. Adapting Instruction to Individual Students **3 hrs.**
This course is intended to enable teacher candidates to master and apply best practices of instructional and communication skills to facilitate the learning of each student in their classroom. Specific research-based strategies in curriculum content acquisition and specific research-based strategies in behavior management will be applied to real teaching experiences. Candidates will learn instructional planning to differentiate various learner needs, universal design principles, and how to develop appropriate accommodations and modifications to facilitate student learning.

EDUC 520. Advanced Education Psychology **3 hrs.**
This course focuses on current and historical theories of learning, cognition, and motivation from a research perspective. Specific implications and applications of both learning and instruction related to these theories are discussed. Examples are drawn from education situations and problems at the classroom and instructional-design levels.

EDUC 530. Advanced Technology Integration. **3 hrs.**
A survey course examining the field of educational technology, especially its impact on teaching and learning including historical and current perspectives, as well as trends and issues in the field. Candidates will develop a variety of activities in order to demonstrate their mastery of the use of technological resources in the 21st century school curriculum.

EDUC 567. Action Research with Field Placement. **2 hrs.**
This course will enable candidates to master and apply best practices of instructional and communication skills as well as the elements of 21st century learning to facilitate the learning of each student in their classroom. Candidates will design and conduct an action research project with public school students as they determine their impact on student learning in the elementary or secondary classroom.

EDUC 570. National Board Portfolio Development. **1-3 hrs.**
This course is designed to provide an extensive professional development experience for teachers who are pursuing National Board Certification. After completing the portfolio and assessment process, teachers will be prepared to submit their portfolio for consideration for National Board Certification. Master's students who do not yet meet the National Board requirement of three-years' teaching experience will participate in portions of the course for reduced credit. *This course can be repeated for credit.*

EDUC 588. Special Topics **1 - 6 hrs.**

EDUC 597. Research Methods. **3 hrs.**
This course will introduce Master's candidates to the methods of education research and the skills necessary to use research in their role as an education professional. The course will focus on the investigation of scientific, empirical, and contemporary innovations in research in education. Candidates will gain experience in the evaluation, design, and application of educational research methods.

EDUC 598. Research Design. **3 hrs.**
The course will focus on the selection of an appropriate research design, interpretation of readings and results of data analysis, implementation of the research project, and the reporting of research findings. The final product is the candidate's Master's thesis.

Multi-categorical Special Education Concentration Courses

Undergraduate Pre-requisites (6 hrs.)

SPEC 230. Exceptionalities and Human Diversity. **3 hrs.**
An introduction to special populations, including under-represented diverse students, and students with physical, mental, and educational characteristics of the behavior disorders, giftedness, hearing impairments, learning disabilities, mental impairments, physical disabilities, speech and language impairments, and visual impairments. Special emphasis will be given to the inclusion of the students with disabilities and diverse backgrounds (low social and economic status, students at-risk, ethnicity and gender) in the regular education setting.

SPEC 330. Behavior Management. **3 hrs.**
A survey of classroom management and behavior modification procedures used in modifying specific behavioral and/or academic characteristics of students in the classroom. Candidates have the opportunity to analyze case studies and create an in-depth behavior intervention plan.

Multi-Categorical Special Education Courses (18 hrs.)

SPEC 515. Characteristics of Emotional & Behavior Disorders. **2 hrs.**
The course is designed to acquaint the candidate with the discipline of behavior disorders within the field of special education. Topics of discussion include etiology, characteristics, scope, and prevalence of emotional/behavioral disorders. Other areas of interest include the history of behavioral disorders within special education along with influences and trends. Conceptual frameworks and models are discussed including Functional Behavioral Assessments/Interventions and Positive Behavior Supports.

SPEC 525. Characteristics of the Mentally Impaired . **3 hrs.**
This course presents the nature and needs of persons with mental impairments from an educational and community integration approach. Characteristics of children and adults with mental retardation will be discussed. Topics will include history, etiology, characteristics and functioning levels, curriculum analysis, and educational programming issues. In addition, early childhood intervention along with behavioral and cognitive interventions will be studied. Community life with adult living and work will be researched. A field placement is a requirement for this course.

SPEC 535. Theories & Practice of SLD & Related Disorders. **3 hrs.**
This course is an in-depth study of the field of Specific Learning Disabilities. Topics of discussion and research include history, human development, etiology, characteristics, theories, and multi-disciplinary approaches as they relate to the field of learning disabilities. Federal legislation and judicial decisions are investigated. Educational placements for children and youth with learning disabilities are presented. Attention deficits and other mild cognitive disorders are studied.

SPEC 545. Teaching Strategies in Learning & Behavior Problems. **3 hrs.**
Candidates will learn the techniques used in teaching students with mild disabilities (including Specific Learning Disabilities, Mental Impairments, and Emotional and Behaviour Disorders). Strategies for classroom management and behavior change are presented. Comparison and contrast of delivery models with appropriate strategies are

studied. A technology component and a field placement are required..

SPEC 555. Learning & Prescriptive Assessment Techniques. 3 hrs.
This course consists of an in-depth investigation of and involvement in the diagnosis, prescription, and assessment techniques used in teaching exceptional children. Candidates will administer and interpret formal and informal tests, analyze a case study, and develop an IEP on the assessment information.

SPEC 574. Practicum -- Multi-categorical Placement. 4 hrs.
A field based experience in a public school setting with a qualified teacher certified in Learning Disabilities, Mild Impairments, and/or Behavioral Disorders. This opportunity blends theory into practice through application of learned concepts and instructional approaches. The candidate will conduct an abbreviated action research project during his/her placement.

SPEC 588. Special Topics. 1 - 6 hrs.

Specialization in Reading Concentration Courses

Undergraduate-Level Requirements

EDUC 131. Literature for Children. 3 hrs.
A survey of children's literature. Emphasis is on identification, selection, evaluation, and use of books, print materials, and other related materials for children. This course introduces elementary education students to the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The course incorporates the use of multicultural and West Virginia authors.

EDUC 210. Methods of Teaching Reading for Elementary Teachers. 3 hrs.
An introductory course. Special attention is given to reading readiness, planning reading lessons, identifying and reinforcing skills in the areas of vocabulary, phonics, comprehension, and exploring a variety of genres (including drama) and reading materials.

EDUC 211. Diagnostic Reading Tools and Strategies. 3 hrs.
Emphasis on the identification of types and appropriate uses of diagnostic reading tools, characteristics of common reading deficits among students at different grade levels, and strategies for remediation of reading problems at various grade levels.

EDUC 250. Teaching Reading in Secondary Content Areas. 3 hrs.
A course for secondary teacher candidates, incorporating reading skills directly related to particular content areas in lesson planning. Candidates will learn the role of literacy in the middle and secondary school, active learning, vocabulary comprehension, and writing strategies, assessment techniques, appropriate literature choices, and how to effectively incorporate a variety of materials in various content fields.

Specialization in Reading Courses (18 hours)

RDNG 510. Foundations of Teaching Reading. 3 hrs.
This introductory course explores the historical, psychological, sociological, and cultural foundations that underlie the development of reading instruction. Throughout the course, candidates will examine theories of the reading process, literacy development in children, and effective pedagogical techniques.

RDNG 520. Sociocultural Context of Reading Education. 3 hrs.

This course explores the theory and research of teaching reading to students of diverse cultural, linguistic, and learning backgrounds. Focus is also on selecting and using appropriate materials and approaches in teaching reading to diverse students.

RDNG 530. Leadership in Literacy. **3 hrs.**

This course is intended to develop in candidates a commitment to becoming a leader in literacy instruction and supervision. Candidates will explore the various responsibilities involved in leadership in literacy at the school, district, state, and national levels.

RDNG 540. Contemporary Methods of Reading Intervention. **2 hrs.**

A seminar course dealing with the current issues, trends, regulations, and innovations in assessing and teaching reading. *Prerequisites:* Undergraduate Education Degree and Teacher Certification.

RDNG 550. Assessment of Reading. **3 hrs.**

This will develop in candidates the theoretical understanding and operational skills in classroom-based and standardized reading assessment techniques that are essential to diagnose reading abilities and difficulties. Includes a 20-hour field placement in which candidates will select and use appropriate assessments in order to design individualized approaches in teaching reading.

RDNG 574. Practicum in Reading Placement. **4 hrs.**

Practicum is the culminating field-based experience in the public school classroom appropriate to the certification sought. Candidates teach under the direct supervision of an experienced teacher certified as a Reading Specialist. Total involvement in the school program is gained by a one-half day assignment five days a week to teaching responsibilities for a full rotation of six weeks. This opportunity blends theory into practice through application of learned concepts and instructional practices.

RDNG 588. Special Topics. **1-6 hrs.**

Post-Baccalaureate accelerated initial Certification Concentration Courses

Undergraduate Pre-requisites (6 hrs.)

SPEC 230. Exceptionalities and Human Diversity. **3 hrs.**

An introduction to the field of special education.

SPEC 330. Behavior Management. **3 hrs.**

A survey of classroom management and behavior modification procedures utilized in changing specific behavior and/or academic characteristics of exceptional children in the classroom.

EDUC 370. Special Methods of Secondary Instruction. **3 hrs.**

Methods of teaching in specialized fields are examined, including lesson and unit planning, differentiated instruction, and assessment. Separate sections of this course are required for each content area of English, Math, Science, and Social Studies.

Post-Baccalaureate Accelerated Initial Certification Courses (18 hours)

EDUC 610. Foundations of Education. **3 hrs.**

An introductory course that provides information to assist in career transition to teaching, with emphasis on educational philosophies and theories.

EDUC 620. The Psychology of Teaching and Learning. 3 hrs.
A study of the development of educational psychology of learning.
EDUC 640. Curriculum Development and Assessment. 3 hrs.
An introduction to the process of instruction; includes analysis of instructional models, strategies, and skills needed in planning, organizing, and assessing instruction.
EDUC 650. Literacy in the Content Area. 3 hrs.
A course to prepare secondary teacher candidates to incorporate reading skills in lesson planning within their specific content areas.
EDUC 674. Professional Seminar and Practicum in Content Area. 12 hrs.
The culminating field-based experience in the public school classroom appropriate to the content area certification sought. Candidates teach under the direct supervision of an experienced teacher certified in this content area.

ACADEMIC POLICIES

Advising

All graduate students are assigned a faculty advisor from within their program. Prior to the first semester of graduate study, or during the first semester of graduate study, the student will make a plan of study with their advisor. Education is ultimately the responsibility of the learner, but the advisor's input to the students plan of study and semester schedules enhances student awareness of how each semester and course contributes to the overall progress towards graduation.

Registration for Classes

All students must register at the beginning of each semester, May Term, or Summer Term by the official deadline published in the College calendar. Students are urged to preregister for the upcoming semester, May Term or Summer Term during the dates posted on the College calendar to ensure their place in classes.

Students may change their registration for courses in accordance with College policies within the first five days of semester classes or within the first two class meetings of May Term and Summer Term. This period is called the "add/drop period." Courses dropped within these time periods will not appear on the student's permanent academic record. No semester-long courses may be added to a student's schedule after these time periods.

Withdrawal from Courses

A graduate student will be permitted to withdraw from a course only during the period designated in the academic calendar. In order to withdraw from a course, a student must complete the Course Withdrawal Form available in the Graduate Studies office in the Lynch-Raine Administration Building. If a student is granted permission to withdraw, a W (Withdrawal) is entered on the record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Dean of the Graduate Studies, FW (Failure, Irregular Withdrawal) is entered on the record.

Graduate Transfer Credit

A maximum of nine semester hours of graduate credit from another regionally accredited U.S. college or university may be applied toward a graduate degree program, if the course is applicable, provided the grade for each course is at least a B* (3.0) and has been earned within the last seven years. Individual graduate programs may elect to grant fewer graduate transfer hours. If graduate transfer hours are approved, the credits and quality points will be computed into the student's WVWC graduate grade point.
*B- or Pass grades are not acceptable.

Requests for transfer graduate credit must be approved by the specific graduate Program Director, the Dean of Graduate Studies and Extended Learning, and the Registrar. Any individual requesting graduate transfer credit must complete the **Graduate Transfer Credit Evaluation Form** in full and attach all related college transcripts and syllabi that include course descriptions. (Official transcript(s) from all colleges attended is an admission/application requirement for every WVWC graduate programs. As long as all official transcripts are included with the application, an *unofficial* copy of the transcript(s) that relate to any requested transfer credits may be attached to the form.)

Auditing

A person who wants to audit a graduate course must apply as a non-degree student using the Graduate Application form and pay the $50 application fee. If accepted, the Dean of Graduate Studies will notify the student and process the registration. The fee for auditing a 3 credit-hour graduate course is $400. An admitted graduate student may audit a course and will also incur the $400 audit fee. Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited.

Grades, Academic Standing, and Quality Points

All graduate students must maintain a quality point average of at least 3.00 to graduate to remain in good standing. Students whose GPA falls below 2.75 after attempting twelve or more semester hours of course work will be on academic probation and will be given nine additional hours in which to raise the GPA to 3.0. Students who fail to attain the 3.0 GPA during this probationary period are subject to dismissal from their program. Students who earn two Fs will be dismissed from their program.

The following letter grades, explanations, and quality points are used to evaluate a graduate student's performance at Wesleyan.

Grade	Explanation	Quality Points (per hr)	Grade	Explanation	Quality Points (per hr)
A	Excellent	4.00	D+		1.33
A-		3.67	D	Poor	1.00
B+		3.33	D-		0.67
B	Good	3.00	P	Pass	0
B-		2.67	F	Failure	0
C+		2.33	I	Incomplete	0
C	Satisfactory	2.00	W	Withdrawal	0
C-		1.67	WF	Withdrawal Failing	0
			AU	Audit	0

Grades of I, W, WF and AU are not included in grade point average calculation. Students must repeat a course in which they receive an F; student may also repeat courses in which they earn a B- or lower. While the original F, C-, C, C+, or B- will remain on the transcript, when the course is repeated satisfactorily, the original grade will not be counted further in the grade point average.

Grade Point Average

A student's grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of graded semester hours for which the student has registered. Courses from which the student has withdrawn officially, courses in process, audited coursework, and courses in which a grade of Pass was earned are not included in this computation.

Incomplete Grade (I)

This grade may be given to a student who is passing a graduate course but cannot complete scheduled course work due to illness or a cause that is beyond reasonable control. An Incomplete Course Grade form must be completed by the course instructor and should be signed by the student, if at all possible. The course, unless a thesis or action research project course, must be completed within the first six weeks of the next regular semester, except when an extension of time is granted by the Admission and Academic Standing Council. Otherwise, the (I) automatically becomes either an (F) or whatever grade the instructor assigns.

Thesis and action research project courses with incomplete grade assignments must be completed one year from the end of the term that the student originally enrolled in the graduate course. The Incomplete will remain on the record until the work is completed and a final grade is assigned. To receive consideration for this extended Incomplete, the student must submit a written request with the approval of the course instructor, the faculty advisor of record, and the Dean of Graduate Studies to the Registrar for approval. This request must be submitted prior to the Final Exam period of the term in which the course is due for completion (refer to Wesleyan's Academic Calendar for the due dates). It is the student's responsibility to contact the course faculty to arrange for completion of the work, and it is the faculty's responsibility to submit the final grade. When no grade is received, a grade of F will be assigned.

Grade Reports and Transcripts

Grade reports and unofficial transcripts are available to students online once they log into the WVWC WebAdvisor portal. Official transcripts may be requested by completing the Transcript Request form that is available online at www.wvwc.edu/about/transcript.asp or by requesting the form from the Registrar's Office located in the Lynch-Raine Administration Building. A fee of $5 is charged for each official transcript.

Information Technology Requirements

West Virginia Wesleyan College requires that all graduate students have a computer, preferably a notebook. This requirement is facilitated by a student purchase plan offered through a partnership with Dell Corporation. If a computer is purchased through this arrangement, the system comes preloaded with a "Wesleyan Software Image" and includes a 3 year warranty and a 3 year accidental damage insurance policy. The College's Help Desk is an authorized Dell repair facility, so that all repairs on the notebook computers are handling locally. For more information, contact the Help Desk at (304) 473-8877.

Application for Degree and Participation in Commencement

Students must apply for graduation using the Application to Graduate form from the Registrar's Office, preferable one semester before intended graduation. A degree audit is performed to ensure that the student has met all requirements to graduate. The graduation fee is $125.

West Virginia Wesleyan College holds one commencement activity per year in May. Graduating students are invited to participate in the May commencement exercise regardless of when they complete their degree requirements. Students are required to wear appropriate academic regalia, ordered through the bookstore, for the commencement exercise.

Policy and Procedure for Non-Graduating Graduate Program Students Participating in Commencement

A graduate student in the MSAT or MSN program, who wishes to participate in May commencement activities and who is a maximum of nine semester hours short in completing their program requirements, may participate in May commencement activities provided the conditions listed below have been met. A graduate student in the MEd or MBA program, who wishes to participate in May commencement activities and who is a maximum of three semester hours short in completing their program requirements, may participate in May commencement activities provided the conditions listed below have been met.

1. The student has maintained a 3.0 average in graduate course work, and is in good academic standing in their program of study.
2. The student has submitted a plan to the Director of their graduate program for completion of the remaining requirements in the summer following their walk at the commencement ceremonies.
3. The student has obtained approval from the Director of their graduate program for their completion plan.
4. The student has submitted a letter of request to the Dean of Graduate Studies and Extended Learning, with the above mentioned plan attached, requesting permission to walk during the commencement ceremonies.

Cancellation of Courses/Change of Course Time

Courses may be subject to cancellation or change of day and time offered. The College reserves the right to change the day and time of a course or to cancel a course as late as the end of schedule change period each term. Every effort will be made to work with students regarding program planning and placement in alternative courses.

Academic Integrity and Plagiarism

A true community requires that all participants share common goals and respect the particular contributions that each member makes toward achieving them. The common enterprise of a college is learning. Learning is a discipline of the mind, not merely

a manipulation of assignments, activities, and information. This process involves interaction with teachers and fellow learners on the one hand and personal reflection and critical inquiry on the other. In all cases, it demands integrity. At Wesleyan, as in all academic communities, claiming another person's work as one's own is a serious offense subject to disciplinary action.

The College considers academic dishonesty a serious offense because it diminishes the quality of scholarship and defrauds those who eventually may depend upon our knowledge and integrity. The penalties for violation of academic standards are applied in the context of our firm stance on academic integrity.

Plagiarism; appropriating the original work of another with the intent of falsely misrepresenting the work as one's own; includes using the exact words of another without identification of the material as a direct quotation or without citing the exact source; paraphrasing the work of another person without citing the exact source (note that a correct paraphrase requires complete transformation of the passage, not a simple change of a few phrases or words); using facts, figures, statistics, graphical representations or interpretations which are not original with the writer or speaker without citing the original source; knowingly aiding or abetting another who is plagiarizing. Plagiarism is defined as written work that includes five or more successive words from another source other than the student's own work that is not quoted and cited as described in the *Publication Manual* of the APA, 6th edition (2009).

Procedures for Handling Incidents

1. When an instructor suspects or is informed of academic misconduct, he/she will attempt to determine as clearly as possible the facts related to the incident. He/She may then meet with the student(s), present the charge, and consider the response. If the student voluntarily admits to the charge, or if the evidence is substantial, the instructor shall determine the appropriate penalty.
2. A summary of the incident and action will be reported in writing to the Dean of Graduate Studies and copied to the student. The Dean of Graduate Studies will send a letter to the student involved informing him/her of this action. In cases where there is record of repeated offenses by a student, the Dean of Graduate Studies will review the matter.

Penalties for Violations of Academic Integrity

1. An instructor has the right to discipline a student if he/she has justifiable evidence that the student has violated the definitions of academic integrity in this Code or in further elaboration of course materials.
2. A minimum expected penalty for offense is failure in the assignment or in the course. A warning may be appropriate when the facts of the case are ambiguous or where no willfulness is evident.
3. More severe penalties (formal notation on permanent transcript, suspension dismissal) are assessed by the Dean of Graduate Studies.

Commercialization of Lecture Notes

Selling course lecture notes, handouts, readers or other information provided by an instructor, or using them for any commercial purpose without the express permission of the instructor is prohibited.

Student Grade Review Process

In cases of alleged arbitrary, inconsistent, or discriminatory grading, the following review process will be followed:

1. The student requests a meeting with the instructor to review the basis for the grade.
2. If after this meeting the student is not satisfied that the grade was fairly determined, he or she may review to the appropriate graduate program director. The chairperson will seek to mediate the issue between the student and the instructor.
3. If the student remains unsatisfied, he or she may appeal to the Dean of Graduate Studies, who will hear the student on the matter, confer with both the instructor and the graduate program director, and then make the final decision. Prior to meeting with the Dean of Graduate Studies, the student must provide a written description of concerns.
4. Reviews to have a grade changed must be submitted no later than the end of the subsequent semester.

Policy on Student Complaints

A student complaint is defined as a written allegation of injury caused by one of the following:

1. the decision concluding a review process;
2. an allegation that the review process was unfair;
3. the absence of a review process

Students who continue to be dissatisfied after a final decision has been rendered by the College shall be told of their right to file a written complaint. Such complaints shall be submitted to the President, the Vice President for Academic Affairs and the Dean of Graduate Studies, or the Vice President for Student Development and Enrollment Management, depending on the nature of the complaint. Student complaint files shall be maintained by each of these offices for review by representatives of accrediting agencies.

Access to Institutional Records

West Virginia Wesleyan College, as required by law, guarantees students who are or have been registered at the College the right of access to official records directly related to the student and an opportunity for a review process to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate.

The College must obtain written consent from the student before releasing personally identifiable data from records to persons other than those specifically identified by the College as having a legitimate educational interest in that information.

The types of records and information include materials in the offices of the Registrar, Admission, Academic Services, Student Development, and Financial Aid, as specified in the written College policy. Students may both inspect and request copies of this information at their expense.

In the implementation of this policy provided for by the Buckley Amendment, there are several items which students should note:

1. Copies of the full Wesleyan policy on the Family Educational Rights and Privacy Act (FERPA) are available to students in the Office of the Registrar.
2. Final grade reports are available to students and their faculty advisors through their on-line WebAdvisor accounts. A student may request a paper copy by completing the appropriate form in the Academic Services Office.
3. Certain types of information are classified as public or "directory" information, and may be disclosed without a student's written consent. These are name, address, telephone number, e-mail address, campus box number, major, participation in officially recognized activities and sports, height/weight of athletic team members, dates of attendance, degrees and awards received, and class schedule, and class roster.
4. In addition to a procedure for a hearing on campus, an office and Vice President for Student Development and Enrollment Management has been established by the U.S. Department of Education to investigate and adjudicate violations. Complaints may be addressed to the Family Educational Rights and Privacy Act (FERPA) Office, U.S. Department of Education.

GRADUATE STUDENT LIFE

Social Responsibilty Statement

All individuals and/or groups of the West Virginia Wesleyan College community are expected to speak and act with respect for the human dignity of others, both inside and outside the classroom, and in the College-sponsored social, recreational, and academic activities either on or off campus.

West Virginia Wesleyan College will not tolerate any form of harassment or intimidation, including, but not limited to sexual, racial, religious, handicap, or age discrimination. Using the telephone, mail, or electronic mail to intimidate or interfere with a person's basic rights is also a form of harassment. Attitudes of condescension, hostility, role-sterotyping, and sexual or racial innuendo weaken the health of the community and are considered harassment as well.

Wesleyan will not tolerate acts of hazing or the exploitation of individuals or groups. At the same time, the College affirms the principle of academic freedom and prohibits discrimination against individuals or groups because freedom of expression does not justify violating human dignity. Intentionally of substantially interfering with the freedom of expression of others on College property or a College-sponsored activities is prohibited. If a student feels that he/she has been unfairly or inappropriately treated by any member of the Wesleyan community, it is suggested that the student do one or more of the following without fear of reprisal:

1. Discuss the matter with a trusted third party to help determine a course of action.
2. Approach the offending party directly and discuss the matter and its possible solutions.
3. Pursue facilitation with the offending party through a facilitator. The facilitator may be a faculty member, a department chair, the Dean of the Chapel, the Director of Intercultural Affairs, a staff member of the Counseling and Wellness Center, the Student Development Office or some other administrative member.
4. For reporting purposes, if this is a racial or ethnic incident, the facilitator will contact the Director of Intercultural Relations before the facilitation takes place.

Definitions for Code of Conduct

Student - a person enrolled in or auditing courses at the institution, either on a full or part-time basis.
Aggravated Violation - a violation which resulted or foreseeable could have resulted in significant damage to persons or property, or which otherwise posed a substantial threat to the stability and continuance of normal College or College-related activities.
Distribution - sale or exchange for personal profit, or the giving to another with no thought of personal profit.
Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic activity or assignment.
Institution or College - West Virginia Wesleyan College.
Organization - campus groups recognized according to designated policies and procedures of the College.
Reckless - conduct which one is reasonable expected to know could cause a substantial risk of harm to persons or property, or which would otherwise be likely to result in interference with normal College or College-sponsored activities.
College Premises -buildings or grounds owned, leased, or operated by the College.
College-Sponsored Activity - any activity on campus; or any activity off campus which is expressly authorized or supervised by the College.

Sexual Harassment Policy

West Virginia Wesleyan College is committed to establishing and maintaining an academic environment in which all members of the campus community are protected from sexual harassment. Condescension, hostility, role stereotyping, dissemination of unsolicited and objectionable jokes, literature and/or photographs, and sexual innuendo weaken the health of the campus community. Sexual harassment compromises the integrity of higher education through hostility and intimidation. Sexual harassment undermines opportunities for students and staff alike, to develop strong, positive self-concepts including a sense of self-confidence which is essential to the ideals and mission of West Virginia Wesleyan College. Individuals who engage in sexual harassment seriously compromise their own integrity and credibility. Sexual harassment shall not be tolerated within the West Virginia Wesleyan College campus community.

Sexual Harassment Description

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or any other verbal, written or physical conduct of a sexual nature, when:

1. submission to that conduct is explicitly or implicitly made a term or condition for any individual's obtaining employment, services or education;
2. submission to or rejection of any unwelcome overtures is a factor in decisions affecting any individual's employment, services or education;
3. conduct has the purpose or effect of creating an intimidating or hostile environment for any individual's employment, services or education.

Initial Communication of Unwelcome Conduct

As the first step in preventing sexual harassment, the College finds that individuals believing themselves to be the target or focus of unwelcome actions or overtures which could in the mindset of the offended person progress to sexual harassment, have a

responsibility to promptly and clearly communicate to the offending person that such conduct is unwelcome and that such offensive conduct should cease immediately. The College seeks to create an environment whereby campus community members appreciate their responsibility to first communicate what are often uncomfortable issues with individuals initiating offensive conduct, and if the conduct persists, to then involve College personnel who are identified within the Investigation and Reviews Procedures section set forth below. The College recognizes that there may be initial conduct by an offender which is so offensive or objectionable that immediate invocation of the Investigation and Reviews Procedures is required without requiring the offended individual's adherence to this section.

Investigation and Reviews Procedures

Students believing they have been sexually harassed should promptly report the conduct to either the Vice President for Student Development and Enrollment Management or the Vice President for Academic Affairs. Investigation of reported incidents of sexual harassment then shall be conducted by the executive officer, or designee thereof, in an expedient manner, while seeking to maximize confidentiality and consistent with principles of fair procedure as follows:

1. a written complaint signed and dated by the offended individual must be promptly provided to the investigator, setting forth all relevant facts;
2. individuals who make complaints founded in good faith will not be subjects to any retaliation or disciplinary procedures by the College;
3. individuals against whom complaints are lodged will be promptly notified by the investigator of the complaint's lodging, and given a reasonable opportunity to offer a written response to the complaint;
4. if upon the investigation's conclusion, it is determined that the complaint is valid, the offender may be required to undergo appropriate counseling as a condition to maintaining employment or enrollment at the College, and depending upon the seriousness of the conduct, the offender may be subject to disciplinary action by the College, which could involve discharge from employment in cases where the offender is a faculty or staff member, or the dismissal from enrollment in cases where the offender is a student.
5. because a lengthy period of time between an alleged incident's occurrence and the conducting of an investigation may make fact finding difficult or impossible, it is very important that individuals believing they have been sexually harassed initiate the Investigation and Reviews Procedures as soon after the incident's occurrence as possible.

Alcohol and Drug Policies

West Virginia Wesleyan College seeks to create an environment that promotes individual and community health and well-being. The illegal or abusive use of alcohol and other drugs jeopardizes this effort. Therefore, the College is committed to defining standards of behavior, enacting and enforcing policies, and complying with local, state, and federal laws. The Drug Free Workplace Act of 1989 requires information regarding the following:

1. the conduct that is prohibited under campus policy and sanctions that will be imposed for violations of the policies;
2. the applicable legal sanctions under the local, state, and federal laws;

3. the health risks associated with the use and abuse of alcohol and other drugs;
4. the educational and treatment resources available on and off campus.

The United Methodist Church, the College's sponsoring denomination, encourages abstinence from alcohol and illegal drugs and supports educational programs that inform and encourage abstinence. While abstinence from alcohol may be preferred, the College acknowledges other choices that students may make and works aggressively to educate students regarding community responsibility and Wesleyan's expectations for all members of the student body.

Alcohol

The College prohibits the use of alcoholic beverages by individuals who are not of legal age and the abuse of alcohol by individual community members of any age. Violations of local, state, and federal laws applying to alcoholic beverages are prohibited. Furthermore, the College prohibits the illegal use of drugs on College property or property used by any recognized student or College group. State and federal laws state that it is unlawful for any person to manufacture, deliver, or possess with intent to manufacture or deliver a controlled substance. According to the federal Controlled Substance Act of 1970, this applies to drugs that have a high potential for abuse, may lead to chemical dependence, and are required by law to be prescribed or administered under the supervision of a physician.

Full compliance with the specific set of standards related to alcohol and other drug use is expected. Although Residence Hall staffs play an important role in monitoring student conduct, any member of the Wesleyan community may refer a student alleged to have violated this, or any policy, to the Vice President for Student Development and Enrollment Management (see "Case Referrals"). This policy will be strictly enforced, and all cases of alleged violations will be resolved in accordance with normal disciplinary procedures described in this resource.

Underage Use

1. All individuals, College affiliated organizations, and social groups are to comply with local, state and federal laws concerning the possession, consumption, distribution of alcoholic beverages and be aware of the legal ramifications of noncompliance. Noncompliance with any state or federal law is a violation of College policy and is subject to disciplinary action.
2. Furnishing alcohol to a person under the age of 21 is prohibited.
3. The possession and/or consumption of alcohol on College premises by persons under the age of 21 is prohibited.

Public Use of Alcohol

1. The purchase, sale or distribution of alcoholic beverages on College premises is prohibited.
2. The influence of alcohol does not relieve an individual of responsibility for his or her behavior. Behavior that causes or threatens to cause physical harm to oneself or others, harassment of others, damage to property, or general disruption is a violation of College policy.
3. Only individual residence hall rooms are considered private; an open door causes an individual's room to be considered a public area.
4. Possession of an open container includes, but is not limited to, open or unsealed cans and bottles, cups, wine sacks, and squeeze bottles.

Impairment/Public Intoxication

1. Public intoxication or the state of being drunk that leads to aggressive or disruptive behavior, the significant distortion of memory, the significant dulling of responses, reduction in the capacity to make reasonable judgments or the violation of the Code of Conduct is prohibited regardless of age and will be considered an aggravating factor.
2. The influence of alcohol does not relieve an individual of responsibility for his or her behavior. Behavior that causes or threatens to cause physical harm to oneself or others, harassment of others, damage to property, or general disruption is a violation of College policy.
3. All members of the College community are fully responsible for the alcohol related conduct of their guests.
4. Driving under the influence of alcohol, either on or off campus, is considered to be an extreme example of irresponsible behavior.

Mass Quantity, Distribution/possession

1. Kegs, beer balls, or other forms of a common supply of alcoholic beverages are strictly prohibited on College premises, including residence hall rooms.
2. A student of legal age who possesses more than a total of 192 ounces of alcoholic beverages or exceeds any one of the following, even though in the privacy of his/her residence hall room, will be in violation of the mass quantity regulation:
   a. twelve, 16-ounce containers of beer or equivalent, two liters of wine, twelve, 12-ounce wine coolers, one liter of distilled spirits, (1 and 1/2 fifths).

Alcohol Paraphernalia

Alcohol paraphernalia, including but not limited to, empty alcohol containers, is strictly prohibited on College premises and in residence hall rooms.

Off Campus Conduct

Conduct which occurs off campus that is a violation of state, federal, or local law, or has a detrimental impact on the College, may result in college judicial action.

Drugs

1. The possession, use, or distribution of illegal controlled substances is strictly prohibited on College premises.
2. The manufacture, delivery or possession with the intent to manufacture or deliver a controlled substance as prohibited by the WV Code (Vol. 17, Chapter 60A) is also strictly prohibited by the College. This applies to drugs that have a high potential for abuse, may lead to chemical dependence, and are required by law to be prescribed or administered under supervision of a physician.
3. Drug paraphernalia is strictly prohibited. Drug paraphernalia includes, but is not limited to, rolling papers, roach clips, water bongs, pipes, etc. or anything fashioned for such use.

State and Federal Laws

State and federal laws prohibit the manufacture, possession, sale and trafficking of marijuana and other drugs. State law also controls the sale, distribution, possession and consumption of alcoholic beverages except in a licensed establishment.

RESOURCES

CAMPUS CENTER

The Benedum Campus Center is a place of recreation, relaxation, and work. It houses the College Bookstore, Post Office, radio station, Sunny Buck's (convenience store), the Cat's Claw (restaurant), and the French A. See Dining Center (cafeteria). Graduate students may use facilities for swimming, billiards, pinball, and reading. Offices located in the Campus Center include the Vice President for Student Development and Enrollment Management, Campus Life, Greek Affairs, Intercultural Relations, Career Services and the Community Engagement Center.

The French A. See Dining Center, connected to the Benedum Campus Center, is available to graduate students in a spacious and attractive environment. Graduate students are eligible for meal plans which include options for a 19 meal plan with $60 bonus or 14 meal plan with a $100 bonus for a cost of $1,635 per semester. Bonus dollars can be used at campus food service facilities.

CAMPUS SECURITY

The Office of Campus Safety and Security is located in Rockefeller Center. If you need assistance please call the Campus Safety and Security Office at (304) 473-8011. Security officers are available 24 hours per day, 7 days per week.

CAREER CENTER

Advisors in the Career Center can assist students with career decision making and the assessment of job and career opportunities. A collection of career choice materials and a library focused on career opportunities are available for student use. Further, an extensive alumni network for career guidance and job placement is available to graduate students.

CHAPEL AND MARTIN RELIGIOUS CENTER

The placement of Wesley Chapel at the center of the campus was quite intentional. The presence of the Chapel affirms Wesleyan's commitment to the integration of intellectual, spiritual, and social concerns.

Each Tuesday at 11:00 a.m. during the academic year, worship services are provided for the campus community to gather for spiritual, intellectual, and social nurture and challenge. College policy requires that no other activities—including classes, department and organization meetings, rehearsals, seminars and practice—be scheduled during the weekly chapel time so that all students, faculty and staff will be free to attend and participate in chapel if they choose. The chapel time features a variety of programs conducted by the Dean of the Chapel, guest presenters, artists and

speakers, students, staff and faculty, and community leaders. Catholic Mass is offered each Saturday evening in the Meditation Chapel.

Wesley Chapel is the site of all campus convocations, cultural events, and celebrations. The Chapel program also sponsors activities such as the Peace and Justice Committee, Christmas on Campus, Hanging of the Green, Community Service Center activities, and Christian service organizations such as Sigma Theta Epsilon and Kappa Phi.

Martin Religious Center, located in the rear of Wesley Chapel, houses the Meditation Chapel, which is open to all within the Wesleyan community for private meditation and small group worship.

Wesleyan is open to persons of all faiths. Wesley Chapel and Martin Religious Center stand as symbols of both our Christian heritage and identity and our openness to religious diversity. The Dean of the Chapel encourages all members of the campus community to seek ways in which to practice their spirituality.

CHILD DEVELOPMENT CENTER

Graduate students, as members of the community, are eligible for child-care provision during the hours of 7:00 a.m. to 5:30 p.m., Monday through Friday. To be placed on a waiting list for child-care, please contact the Child Development Center at (304) 473-8348 or cdc@wvwc.edu. (Please visit the Child Development website at www.cdcofcentralwv.org/ for further information).

CULTURAL EVENTS

West Virginia Wesleyan College is known for its rich performing arts tradition. In 2009, the Virginia Thomas Law Center for the Performing Arts opened on College Avenue and is a spectacular new college, community, and regional venue. The 374-seat auditorium is used for college and community theatre, musical concerts, dance performances lecture events, and film festivals. Additionally, visual art exhibits are presented throughout the year at the Sleeth Gallery located in McCuskey Hall. Culturally, the college community benefits from touring artists and Artists-in-Residence that enhance the many campus offerings available to graduate students. Visit www.wvwc.edu for Arts Alive! schedules and ticket information.

FOOD SERVICE

There are three dining venues on campus located in the Benedum Campus Center. Campus dining is provided in the French A. See Dining Center. Meals and menus are provided by a contracted professional catering service. Selections include traditional entrees, grill items, deli sandwiches, pizza, pasta, and specialty food bars. Vegetarian choices are available at every meal. Discounted meal cares are available for graduate and commuter students. The Cat's Claw offers a variety of food selections and extended hours during the seek and on the weekend and Sunny Buck's is the college's convenience store that operates with extended hours and provides coffee, pastries, sandwiches and snacks. Up-to-date information concerning menus and specific hours for each food service on campus is available at www.wvwc.edu/aladdin. Additionally, Cafe Libros is the Library's in-house coffee bar. Cafe Libros offers a selection of fresh pastries daily. Fair-trade organic coffee, organic teas, and hot chocolate are also available. Hours of

operation follow the library schedule.

Graduate students are eligible for meal plans which include options for a 19 meal plan with $60 bonus or a 14 meal plan with $100 bonus for a cost of $1,635 per semester. Bonus dollars can be used at campus food service facilities.

HEALTH AND COUNSELING CENTER

The mission of the Health and Counseling Center staff is to provide a host of quality medical and counseling services that support optimal levels of individual and community health. The staff is committed to providing primary care, intervention, prevention, consultative, and referral services with competence and compassion.

The Health and Counseling Center is located in the Barnhart Memorial Health Center, which is located adjacent to the Rockefeller Physical Education Center and next to the Stadium.

Graduate students are welcome to utilize the services. The Health and Counseling Center is open from 8:00 a.m. to 4:30 p.m. Monday through Friday. The staff includes an Administrative Assistant, Doctor, Nurse Practitioner, Nurse, and Professional Counselors. Since the medical staff is available on a limited basis, the hours are advertised at the beginning of each semester. Special evening programs for Graduate Students will be offered on a periodic basis and these programs will be advertised through the Graduate Studies Office.

HOUSING SERVICES

The College houses approximately 85 percent of its undergraduate students in seven residence halls and a complex of apartments and suites. Graduate students are eligible for on-campus housing if available. Contact the Director of Campus Life and Housing, (304) 473-8441. Additional rental housing resources are available through the Graduate Studies and Extended Learning Office at (304) 473-8235.

LEARNING CENTER

West Virginia Wesleyan College provides support programs to students with diagnosed learning disabilities, attention disorders, and other special needs. The Learning Center offers assistance to students who are interested in enhancing their academic performance. Master's level professionals in the field of Education and related areas work to help students design strategies for academic success. Located in Haymond Hall, 2nd Floor, the Learning Center is opened from 8:00 a.m. to 9:00 p.m., Monday through Thursday and Until 4:30 p.m. on Fridays. The Technology Lab offers several software and hardware tools to assist students with their coursework. Software programs are available to help students with reading, writing, and organizing information. Individual arrangements for extended time for tests or exams, or any other special needs, are approved through the Office of the Dean of Graduate Studies and Extended Learning at (304) 473-8234.

Notice of Nondiscrimination/Affirmative Action

West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students

of access to all the privileges, programs and activities generally accorded or made available at the College. West Virginia Wesleyan College strongly supports affirmative action principles and does not discriminate on the basis of race, color, national origin, sex sexual orientation, age, disability, or religious affiliation in the administration of its educational programs, admissions policies, financial aid programs, athletics, co-curricular activities or other College administered programs.

Serving Students with Disabilities

West Virginia Wesleyan College ensures that no qualified person shall, by reason of a disability, be denied access to, excluded from participation in or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitations of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs and activities. Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.

Students with disabilities are required to maintain the same level of responsibility for their education as other students attending Wesleyan. These responsibilities include maintaining levels of academic performance expected of all students, meeting attendance requirements, maintaining appropriate behavior, and following the College's policies and procedures. In addition, the College establishes appropriate standards for its courses, programs, services, and facilities and is not required to grant accommodations that impose a fundamental alteration of a program or activity.

The College encourages students to request accommodations before the semester begins or as early in the semester as possible. If the student chooses to delay providing documentation and/or making a request for accommodations, the College will not provide retroactive accommodations, but will upon the student's request begin the procedure for approving and implementing future accommodations. A reasonable time will be necessary to implement accommodations.

The confidentiality of all documentation will be maintained in accordance with the applicable law. Documentation may be shared with others on a need to know basis. To be eligible for services, students with disabilities must identify themselves and provide the necessary documentation to Dr. Kathleen Long, Dean of Graduate Studies and Extended Learning, in the following manner:

1. Provide current documentation of the disability and professional materials from a physician/psychologist/psychiatrist on the evaluator's letterhead stationery demonstrating that the disability currently and substantially limits a major life activity of the student. The medical documentation must include:
   a. A diagnostic statement identifying the disability and describing the current level of functioning;
   b. A description of the diagnostic tests, methods/criteria used, employing the DSV IV when appropriate;
   c. A description of the current functional impact of the disability including a statement of any substantial limitations as they relate to the ability of the student to meet the various demands of college life, and which includes specific test results and the examiner's narrative interpretation;
   d. Treatments, medications, or assistive devices/services currently prescribed or in use;
   e. Recommendations to assist the College in designing reasonable accommodations for the condition;

f. The credentials of the diagnosing professional when not indicated on letterhead stationery.

2. The College may request additional documentation. IEPs and 504 plans are not considered to be sufficient documentation.
3. Identifying oneself as having a disability to an individual professor is not considered an official notification to the College. The student must follow the above procedures in order to access accommodations. However, it is the student's responsibility to notify a professor, or others as necessary, of a need for accommodations.
4. Coordination of accommodations and services may involve any number of College offices and personnel, including faculty, staff, and administrators, depending on the nature of the accommodations and services needed.
5. If an individual believes that the services or accommodations provided or recommended do not meet his or her needs, the student should promptly discuss the matter with Dr. Kathleen Long, Dean of Graduate Studies and Extended Learning, who will seek to resolve the situation in a timely manner. If the student is not satisfied with this response, the student may file a grievance using the investigation and reviews procedures available through the Office of the Dean of Graduate Studies and Extended Learning.

LIBRARY

The Annie Merner Pfeiffer Library provides digital, multimedia, and print information sources in support of your academic achievement and success as a graduate student at the College. Library resources, including the catalog, electronic books and journals, reserve readings, digital collections, and reference tools, are available on the campus network around the clock. The Library has over 130,000 print volumes, 390 print journal subscriptions, and 24-hour, 7-day per week access to approximately 100 electronic databases, including 14,473 electronic journal titles, 120,000 electronic books, and comprehensive selection of media materials in its collections. An expert staff guides users in efficient use of traditional electronic library resources. Personalized research assistance, with librarians available in-person and online through email, AIM(AOL Instant Messenger), and Facebook.

- *Paula McGrew, Director of Library Services: mcgrew_p@wvwc.edu*
- *Sue Roth, Director of Cataloging: roth_s@wvwc.edu*
- *Beth Rogers, Coordinator of Reference and Instructional Services: rogers_e@wvwc.edu*
- *Brett Miller, Circulation Supervisor: miller_bt@wvwc.edu*

In addition to collections and research services, the Library offers media viewing facilities, areas for group study, wireless network connectivity throughout the building, and a quiet place for reading and reflection. The college and the professional library staff encourage students to use the library as both a PLACE and a SERVICE. Graduate students are welcome to use the library for individual or group study, social interaction, or to sit and read while enjoying a cup of coffee from Cafe Libros, the Library's in-house coffee bar.

MOTOR VEHICLE POLICIES AND PROCEDURES

Registration of vehicles on campus

1. All students, faculty, staff or other employees of the College who park in College owned lots at any time are required to register their motor vehicle on campus by purchasing a numbered parking decal or "hang tag." The hang tag must be displayed from the inside rearview mirror at all times while the vehicle is parked on campus, even in a loading/unloading zone.
2. This contract is the binding document for motor vehicle policies and procedures. Language contained herein takes precedent over all other references to motor vehicle use on campus of WVWC.
3. Items required to register a motor vehicle are:
   a. a valid driver's license.
   b. make, model, year, and license number of the vehicle.
   c. proof of ownership (certificate of registration).
4. Parking hang tags are issued for safety and vehicle identification purposes. Possession of a valid parking hang tag does not guarantee that a parking space, especially one near any particular area, will be automatically available upon arrival.
5. A numbered WVWC hang tag must be displayed on the inside rearview mirror at all times while parked in campus owned lots, visible from outside the vehicle.
6. Any lost or stolen hang tag must be reported immediately to the Office of Campus Safety and Security. A new hang tag must then be purchased for a fee of $75 from the Office of Student Accounts in the Lynch-Raine Administration building.
7. The individual in whose name a vehicle and hang tag is registered will be held responsible for all parking and traffic violations.
8. WVWC parking hang tags must be purchased annually, expiring each year on August 31st.
9. The fee for registering a vehicle and obtaining a parking hang tag is $75 for students.

Parking Regulations

1. The responsibility of finding a legal parking space rests solely with the vehicle operator. The lack of what the vehicle operator deems to be an adequate parking space is not an acceptable excuse for violating any parking regulation(s).
2. Handicapped parking spaces are identified by the official handicapped emblem, and the adjacent curbs and stripes are painted a light blue. Handicapped spaces are restricted from general use 24 hours a day. Vehicles parked in handicapped spaces must display an official handicapped license plate or a WVWC handicapped decal. WVWC handicapped decals may be obtained at the campus security office for any student, faculty or staff. These decals will be issued at no cost to anyone who has a temporary handicap that would warrant the need to park in a handicapped space (sprains, broken bones or other injuries of a temporary nature). These decals will only be valid for a specified time and are authorized for use only in WVWC parking lots.

3. Fire lanes shall be designated by red curbs and/or red stripes and will be clearly marked to indicate a prohibited area.
4. No parking is permitted on the lawn or sidewalks. This includes the period during which students are moving in/out of the residence halls.
5. Prohibited zones are marked wit yellow lines and/or yellow curbs; at times they are also designated by "No Parking" signs. These areas include, but are not limited to, loading/unloading zones, parking zones for maintenance vehicles, etc.
6. During the academic year between the hours of 7:00 a.m. and 4:30 p.m., student parking in designated faculty/staff areas and faculty/staff parking in student designated areas is strictly prohibited. Note signage in specific lots for further restrictions.
7. The streets surrounding the College campus (Camden Ave., College Ave., Meade St., Railroad Ave., Randolph St., etc.) are under the jurisdiction of the City of Buckhannon.
8. No weapons of any kind may be stored in a vehicle while on College property. All legal weapons must be stored at the Office of Campus Safety and Security.

Visitor Parking

Visitors to campus are permitted to park in Lot "A" (the oval lot in front of the Chapel). This is the designated lot for visitors until 10:00 p.m. If the visitor is spending the night on campus, they must first obtain an overnight visitor pass from the Office of Campus Safety and Security. This visitor's pass will be displayed on the vehicle dash where it is visible through the windshield. Vehicles displaying this overnight visitor pass will be the only vehicles allowed to park in this lot after 10:00 p.m. each night.

Violations, Fines and Fees

Following are the most common violations and the fine for each:

1.	Speeding/reckless driving*	$50
2.	Driving/parking on grass or sidewalk*	$50
3.	Parking in handicapped space*	$50
4.	Parking in a reserved lot*	$25
5.	Parking in a prohibited area*	$25
6.	Parking in a restricted area	$15
7.	Double parking	$10
8.	Parking in two spaces	$10
9.	Having no registration decal*	$10
10.	Backing into space (Lots A & D only)	$10
11.	Improper display of hang tag	$10

*A parking boot may be used to temporarily disable any vehicle in these violation categories. A parking boot may also be used to temporarily disable any vehicle which has received three (3) or more parking tickets during the academic year or for any vehicle that has received any number of parking tickets for which the fines have been left unpaid. The fee for boot removal is $35 in addition to the original ticket cost. All violations with an asterisk above may also result in the vehicle in question being towed at the owner's expense. Any damage resulting from towing or booting will be the re-

sponsibility of the vehicle owner. Removal of a College boot by the vehicle operator is strictly prohibited. Any vehicle operator who removes, dismantles, confiscates, or damages a parking boot will be fined.

Payment of Fines and Fees

1. All fines for parking violations must be paid at the Office of Student Accounts in the Administration Building during regular business hours Monday through Friday. Fines and fees are applicable to all employees, guests and students (graduates and undergraduates) and are payable through Student Accounts.
2. Fines for violations F through K (section III above) may be reduced if paid within two (2) working days. This early payment or reduced fee opportunity is not applicable to any other violation. FINES FOR ALL VIOLATIONS DOUBLE IF NOT PAID WITHIN TEN (10) WORKING DAYS.
3. Acceptable forms of payment for fines and fees will be cash, bank check, personal check, credit card, money order, or charged to the respective Student Account. All checks should be made payable to WVWC. Students should not assume that the Office of Campus Safety and Security has automatically billed their account for the minimum amount. If a student fails to pay the fine or file an appeal within ten (10) working days, the amount of the fine doubles and this amount is automatically billed to the student's account.
4. All such fines and fees are valid financial obligations due and payable to West Virginia Wesleyan College. Delinquent fines for faculty and staff are reported directly to the Office of Vice President for Finance. Any individual who refuses to pay delinquent fines will have their parking privileges revoked and their vehicles will be towed when found on College property.

Parking Ticket Appeal Process

1. An appeal board for ticket review consisting of one member of WVWC faculty, one staff member and one student, all of which will be appointed by the Vice President for Student Development and Enrollment Management.
2. Parking tickets can be appealed to the Appeal Board provided it is done within ten working days of the date of the parking ticket and done so on the Parking Appeal form which can be found on-line at the following address: www.wvwc.edu/intranet. This form must be submitted via parkingappeal@wvwc.edu. Fines for any parking tickets not paid or appealed within ten working days will be doubled and automatically billed to the student account. After that time, no appeal will be permitted.
3. If an appeal h as been filed within the allotted time frame, the appeal board will meet to consider the merits of this appeal and then render their decision. If the appeal is granted, the ticket will be dismissed and the student will owe no charges. If the appeal is denied, the student will owe the amount of the fine and must pay the fine within ten working days from the date of the appeal board's decision, after which time, the fine will double.

Traffic Regulations

1. A 15 mile per hour speed limit has been set on all College drives and parking lots and must be observed.
2. Right of way will be given to all pedestrians, WVWC security vehicles, police, fire, and emergency vehicles.
3. Motor vehicles shall be operated in a safe and prudent manner at all times, in accordance with the laws of the city, county, and state, and in conjunction with this motor vehicle policy.
4. All traffic related accidents occurring on College property must be reported to the Office of Campus Safety and Security as soon as possible.
5. All visitors and/or guests shall park in the campus parking lots assigned to them and be responsible for all violations committed by them.

College Owned and Operated Parking Lots

The College owned parking lots are "color coded" according to your status (i.e. student or faculty/staff) as follows:

White	curbs and/or stripes indicate student parking only.
Orange	curbs and/or stripes indicate faculty/staff parking only.
Green	curbs and/or stripes indicate multi-use parking - i.e. Faculty/staff, commuters, and visitors only.
Yellow or Red	curbs and/or stripes indicate no parking.
Blue	curbs and/or stripes indicate handicap parking only.

Lot Identification

Lot A: Horseshoe lot in front of the Wesley Chapel. No parking at the top of the oval, on any crosswalk, or with any portion of vehicle adjacent to any area marked with yellow or red curbs. No backing into spaces. Lot A is reserved for commuters, visitors and faculty/staff only. No parking in this lot after 10:00 p.m. each night without a permit.

Lot B: Area between Jenkins and Loar Halls. This lot is reserved for students only.

Lot C: Rear of Jenkins and Agnes Howard Halls. Reserved for students only.

Lot D: Located in front of the Administration Building. No parking at the top of the oval, on any crosswalk, or with any portion of vehicle adjacent to any area marked with yellow or red curbs. No backing into spaces. Lot D is reserved for faculty/staff only. No overnight parking in this lot except by visitor permit.

Lot E: Rear of McCuskey, Doney, Fleming, and Haymond Halls up to the Health Center driveway on both sides. Lot E is reserved for student parking.

Lot F: Area between the Health Center driveway and Christopher Hall of Science on both sides. Lot F is reserved for faculty/staff only.

Lot G: Area between the Library and Haymond Hall. Lot G is reserved for faculty/staff only.

Lot H: Area between Haymond and Fleming Halls. Lot H is reserved for faculty/staff only.

Lot I: Lot adjacent to the Child Development Center. The nonreserved parking spaces of Lot I provide parking opportunities for faculty/staff. The reserved

parking spaces contain bumpers or signs with designated reserved spaces painted on them.

Lot J: Located directly behind Middleton Hall and the Camden Complex. This lot is reserved for students only. No parking is permitted along the curbs adjacent to the Camden Avenue Complex Buildings or the curb on the Randolph avenue side of the lot.

Lot K: The lot located on the south side of Randolph Avenue behind the Camden Complex. This lot is reserved for students only.

Lot L: Located adjacent to Erickson Alumni Center. Lot L is reserved for faculty/staff and alumni visitors only.

Municipal ordinances of the City of Buckhannon, West Virginia do not allow parking on either side, or in the median of Camden Avenue east of Meade Street. All individuals who use campus parking lots are responsible for reading and abiding by the motor vehicle policy as stated in this contract. If you have questions, please contact the Office of Campus Safety and Security at (304) 473-8011.

The College assumes no responsibility for the care or protection of any vehicle or its contents at any time. Any damage or loss that occurs to a parked vehicle on College property should be reported to the Campus Safety and Security Office, the Buckhannon Police Department and the owner's automobile insurance company.

PHYSICAL EDUCATION CENTER

The John D. Rockefeller IV Physical Education Center includes a spacious main gymnasium, which seats more than 3,700 spectators, accommodates intercollegiate basketball and volleyball and, with its portable stage, is the venue for concerts and large-scale events. The Center also contains an auxiliary gym, an indoor Astroturf facility, an anatomy and physiology laboratory, athletic training rooms, racquetball courts, an indoor tennis court, an indoor gold practice area, a dance studio, a weight room, and an all-weather outdoor track. The Wellness Center with Nautilus equipment is open from Monday-Friday 6:00 a.m. - 10:00 p.m. with variable weekend hours during the fall and spring semesters.

Rockefeller Center is home to the College's 18 intercollegiate varsity sports, the athletic training academic program, and an extensive array of offerings. The College pool is located in the adjacent Campus Center.

TESTING SERVICES

The College provides testing services to assist students seeking professional certification and admission to graduate and professional programs.

West Virginia Wesleyan College is a Controlled Test Center for the administration of the American College Test (ACT); Graduate Record Examination (GRE) - subject examinations non-computer based only; and the Praxis Series and School Leadership Series - for teacher education. Information about these tests is available in the Finance Office, (304) 473-8040.

WRITING CENTER

The Writing Center is located in the English Annex, Room 20, or at (304) 473-8854. The English Annex is located between the Lynch-Raine Administration Building and the Annie Merner Pfeiffer Library. The Writing Center is open to all students seeking help with writing assignments for any course or to assist with personal writing, resumes, or articles for publication. Hours of operation are posted semester by semester.

Register

ADMINISTRATIVE OFFICERS AND STAFF

President of the College

President of the College ..... Pamela M. Balch, Ed.D.
Executive Assistant ..... Linda J. Hicks, A.A.
College Counsel ..... David W. McCauley, J.D.
Dean of the Chapel ..... Angela Gay Kinkead, M.Div.
Assistant to the Dean of the Chapel ..... Deborah G. Leigh
Director of Institutional Research ..... Tammy J. Crites, M.B.A.
Director of Athletics ..... Kenneth D. Tyler, M.A. Ed.
Athletic Training Ed. Program Director ..... Rae L. Emrick, M.S., A.T.C.;
Athletic Trainers ..... Tammie J. Hammon, M.S.,A.T.C.;
..... Brian Potter, M.S., A.T.C., E.M.T.
Baseball Coach ..... Randall L. Tenney, M.A.T.
Men's Basketball Coach ..... William W. Lilly, M.S.
Women's Basketball Coach ..... Steven J. Tierney, M.B.A.
Football Coach ..... Dennis W. Creehan, M.Ed.
Golf Coach ..... Steven J. Tierney, M.B.A.
Men's Soccer Coach ..... Gavin D. Donaldson, M.S.
Women's Soccer Coach ..... Glenn D. Francis,C.I.S.
Softball Coach ..... Stephen M. Warner, B.S.
Swimming Coach ..... Mark A. Dziak, B.S.
Tennis Coach ..... Lee A. Underwood, B.S.
Track and Cross Country Coach ..... Jesse F. Skiles, B.A.
Women's Volleyball Coach ..... Jacqueline S. Murphy, M.B.A.

Vice President for Academic Affairs

Vice President for Academic Affairs and
Dean of the College ..... Larry R. Parsons, D.M.A.
Executive Assistant ..... Sara H. Loughney, B.S.
Dean of Community Engagement ..... Kimberly M. Elsener, Ph.D.
Dean of Graduate Studies & Extended Learning ..... Kathleen M. Long, Ph.D.
Director of Extended Learning ..... David D.Taylor, J.D.
Director of M.B.A. ..... Kristina L. Smith, M.B.A.
Director of M.Ed. ..... Susan L. Aloi, Ed.D.
Director of M.S.A.T. ..... R. Daniel Martin, Ed.D.
Director of M.S.N. ..... Susan B. Leight, Ed.D.
Director of Academic Services / Registrar ..... Alice J. Creasman, B.S.
Assistant Director of Academic Services ..... Tammy J Frederick, M.B.A.
Credentials Analyst/Academic Advisor ..... Lynda S. Bowers
Registration Services Assistant ..... Denise L. Mills
Co-Coordinators of General Education ..... Susan Aloi, Ed.D.
..... Paula McGrew, M.A.L.S.

Co-Directors of the Honors Program ..... Devon McNamara, Ph.D.
..... William Mahoney, Ph.D.
Director of Library Services .....Paula L. McGrew, M.A.L.S.
Head of Reference and Bibliographic Services .....Paula L. McGrew, M.A.L.S.
Director of Cataloging ..... Marcella S. Roth, M.A.T.
Serials Coordinator ..... Carol A. Smith, B.A.
Circulation Supervisor .....Brett T. Miller, B.A.
Coordinator of Reference & Instructional Services Elizabeth S. Rogers, M.L.I.S.
Acquisitions and Media Services Supervisor.....Carol M. Bowman, M.L.I.S.
Assistant for Library Electronic Access..... Richard D. Manspeaker, B.Mus.
Audiovisual Coordinator.....Robert L. Osburn

Vice President for Student Development and Enrollment Management
Vice President for Student Development and
Enrollment Management.....Julia A. Keehner, M.S.
Executive Assistant .....
Academic & Career Advisor ..... Barbara Morrissette, B.A.
Coordinator of the Writing Center and E.S.L. Programs.....Nancy B. Porter, M.S
Director of Admission .....John R. Waltz, B.A., M.A.
Associate Director.....Elizabeth A. Lampinen, M.A.;
Senior Assistant Director .....Brett B. Ripley, M.B.A.
Admission Counselors .....David C. Conley, B.A.;
..... Bridget L. Dannemann, B.S.
.....Lindsay M. Elkins, B.A.;
..... Caitlin D. Rexrode, B.F.A.
..... Travis A. Rexrode, B.A.
..... Kevin B. Zimmerman, B.A.
Coordinator of Transfer Students, Recruitment and Relations
..... Wanda L. Donahue, B.S.
Coordinator of Church Relations.....Stephen R. McGrew, B.A.
Minority Recruiter & Assistant Football Coach ..... Jonas A. Jackson, M.A.
Office Manager & Campus Visit Coordinator ..... Terrie L. Brady, B.A.
Director of Financial Aid ..... Susan M. George, B.S.
Office Manager .....Eileen Johnston
Coordinator of Technology Processes and Programs and Financial Aid
Counselor .....Justin T. Haney, B.S.
Financial Aid Counselor .....Jeanie W. Spitznogle
Director of Counseling and Health Center.....Michael Kuba, M.A.
Director of Campus Life ..... Alisa M. Lively, M.A.
Residence Life Coordinators.....Philip Shipley, M.S.;
..... Rebecca R. Kjaerbye, M.Ed..
Coordinator of Campus Activities .....Kristen House, M.A.
Director of Leadership Development and
Civic Engagement.....LeeAnn Fraser Brown, M.A.
Director of Security..... Tom L. Wingler
Director of Greek Life and Intramural Programs ..... John K. Bohman, M.A.T.
Director of the Learning Center.....Shawn Mahoney Kuba, Ed.D., LPC
Comprehensive Advisors ..... Suzanne K. Haas, M.A.
..... Susan Marshall, M.A.; Denton King, M.S. Lynne Neaves, M.A.
Lindamood-Bell™ Reading Coordinator ..... Carolyn S. Mallory, M.Ed.,

Reading Clinicians.....Mary Anne Jacobus, B.A.
.....Margaret Miller, B.A.
.....Rebecca Stevens, B.A.
Mentor Advantage Program Coordinator.....Lynne Neaves, M.A.
Mentor Advantage Tutors.....Teresa Buckner, B.A.
.....Mary Heflin, M.Ed., Douglas Jolley, B.A., DDS
.....April Keating, B.A., Carrie Tippen, M.A.

Vice President for Administration and Finance

Vice President for Administration and Finance .....Barry R. Pritts, Ph.D.
Executive Assistant .....Deborah K. Mullens, A.A.S.
Controller .....Randall W. Crites, M.B.A.
Assistant Controller.....Lisa D. Phillips, M.B.A.
Payroll Coordinator..... Kimberly A. Riley
Custodial Manager ..... Keith A. Moran, M.A.
Director of Administrative Services..... Keith D. Nichols, B.S. B.A.
Director of Personnel ..... Vickie J. Crowder, M.B.A.
Director of the Bookstore and Convenience Store (Barnes and Noble)
.....Jennifer Dalton, B.A.
Director of Dining Services (Aladdin)..... Terry L. Brown
Maintenance Manager.....Kenneth J. Andrew, B.S.
Vice President for Information Technology..... R. Duwane Squires, M.S.
Manager of Computer Operations .....Edwin P. Andrew, B.S.
Telecommunications Engineer.....Neil K. Roth, B.S.
Computer Help Desk Supervisor .....Robert A. Burch, B.S.
Programmer.....Jonathan S. Andrew, M.B.A.
Network Specialist.....Leon S. McKisic, B.S
Technical Support Specialists .....Micah J. Snyder, B.A.
..... Thomas Reed, B.S.

Vice President for Institutional Advancement

Vice President for Institutional Advancement .....Brent A. Bush, J.D.
Executive Assistant ..... Molly S. Patterson
Director of Annual Giving .....
Director of Development Operations.....Rose Ellen Loudin, B.A.
Director of Foundation and Government Relations .....
..... Beverly Bentley-Colthart, M.S.W.
Director of Marketing and Communications .....Robert N. Skinner, M.A.
Director of College Communication.....Rochelle L. Long, M.A.
Associate Director of College Communication .....Duane D. Carpenter
Web Programmer .....David G. Esaias, B.A.
Director of Planned & Major Gifts .....James C. Owrey, B.S.
Major Gifts Officer ..... Jason S. Bentley, B.A.
Director of Alumni Relations..... Kristi Lawrence Wilkerson, M.A.
Coordinator of Emeritus Club Activities .....Harold T. Elmore, M.Div

BOARD OF TRUSTEES

Elected Officers

Lloyd Jackson II, Chairperson, Hamlin, WV (2013)
Alfred L. Moye '60, First Vice Chair, San Mateo, CA (2013)
Robert L. Allman II '69, Second Vice Chair, Pittsburgh, PA (2011)
Frederick H. Leasure '70, Third Vice Chair, Pittsburgh, PA (2011)
Roger B. Brown '63, Fourth Vice Chair, Darien, CT (2012)
John L. Griffith, Jr.,'69, Fifth Vice Chair, Princeton, NJ (2013)
Christine R. Cox '69, Secretary, Lawrenceville, NJ (2010)

Elected Members

Suzan E. Bly '68, Greensboro, NC (2012)
Phyllis M. Cole, Petersburg, WV (2013)
Ellis Conley '73, Elkins, WV (2013)
Randall Crawford '89, Pittsburgh, PA (2011)
John Esaias '71, Pittsburgh, PA (2013)
Charles R. Evans '69, Alpharetta, GA (2011)
Gary A. Frantz, Carnegie, PA (2013)
William B. Grant '75, Oakland, MD (2010)
William B. Grove, Hon. '86, Charleston, WV (2012)
Marc A. Halbritter, Richmond, VA (2012)
Gary F. Hess '60, San Diego, CA (2011)
David G. Hofstetter, Charleston, WV (2011)
Kevin D. Hoyle '74, Rancho Santa Fe, CA (2011)
Gregory Isaacs '80, Charleston, WV (2011)
Ravi Isaiah '81, St. Albans, WV (2012)
Brian Maxwell, Pittsburgh, PA (2012)
Ronald M. McCauley '59, Buckhannon, WV (2011)
David C. Myers '70, Chevy Chase, MD (2010)
David R. Peters '65, Charleston, WV (2010)
Kimberly A. Reed '93, Washington, DC (2011)
S. Doug Ritchie '83, Ravenswood, WV (2012)
John W. Shimrak, Berwyn, PA (2013)
Dennis R. Slagle, Mt. Pleasant, SC (2013)
Mary Jean Taylor '71, Beckley, WV (2011)
Robert B. Walker, Barboursville, WV (2012)
Robert W. Walker, Huntington, WV (2012)
Linda K. Wellings '92, Buckhannon, WV (2013)
Linda Xander '75, Buckhannon, WV (2011)

Ex Officio Members

Resident Bishop of the West Virginia Area, **Ernest S. Lyght**
Resident Bishop of the Pittsburgh Area, **Thomas J. Bickerton '80**
President of the College, **Pamela M. Balch '71**
President of the College Alumni Council, **Carolyn R. Shepler '69**, Elkins, WV
Chairperson of the College Faculty Assembly, **Bernard F. Keating**
Chairperson of the College Staff Assembly, **Alisa Lively**
President of the Student Senate, **Eric Hillyard, '10**, Lumberport, WV

THE FACULTY

The year of the faculty member's initial appointment is given in parentheses.

Susan L. Aloi, *Assistant Professor of Education and Director of the Master's in Education Program* (2007). B.S., M.B.A., West Virginia Wesleyan College; Ed.D., West Virginia University.

D. Scott Bellamy, *Associate Professor of Economics* (1999). B.S., University of Tennessee; M.B.A., East Tennessee State University; M.A., Ph.D., University of Kentucky.

Erin C. Bentley, *Visiting Instructor in Communication* (2005). B.A., West Virginia Wesleyan College; M.A., University of Delaware.

Kwame A. Boateng, *Associate Professor of Political Science* (1994). University Teacher's Diploma, University College of Education, Winneba, Ghana; B.S. Ed., M.S., Ph.D., University of Tennessee, Knoxville.

Michael P. Bobic, *Assistant Professor of Political Science* (2008). B.A., Berea College; M.A., Ph.D., University of Tennessee.

Greg Bradley-Popovich, *Assistant Professor of Exercise Science* (2008). B.S., Fairmont State College; M.S., WVU; M.S., WVU; D.P.T., Creighton University.

Deborah K. Bush, *Assistant Professor of Education* (2000). B.A., West Virginia Wesleyan College; M.A., West Virginia College of Graduate Studies; Ed.D., West Virginia University.

Richard S. Calef, *Professor of Psychology* (1970). B.A., University of Bridgeport; M.A., Ph.D., Southern Illinois University.

Ruth A. Calef, *Associate Professor of Psychology* (1971). B.A., North Central College; M.A., Ph.D., Southern Illinois University.

Jeffrey R. Carlson, *Instructor of Communication* (2004). B.A., West Virginia Wesleyan College; M.A., Purdue University.

Richard C. Clemens, *Associate Professor of Computer Science* (1977). B.B.A., Ohio University; M.B.A., Bowling Green State University.

Boyd H. Creasman, *Professor of English* (1990). B.A., Middle Tennessee State University; M.A., Ph.D., Florida State University.

Stephen E. Cresswell, *Professor of History* (1986). B.A., University of Virginia; M.A., M.L.S., Catholic University; Ph.D., University of Virginia.

Tracie M. Dodson, *Assistant Professor of Business* (2008). B.S., Wheeling Jesuit College; M.S., WVU.

Nathan Elsener, *Assistant Professor of Dramatic Arts* (2008). B.A., West Virginia Wesleyan College; M.F.A., Florida State University.

Rae L. Emrick, *Assistant Professor in Exercise Science* (2004). B.S., West Virginia Wesleyan College; M.S. Marshall University.

Michael B. Ervin, *Associate Professor of Business* (1993). B.S., B.A., West Virginia University; M.Acc., University of Denver; M.S. in Taxation, University of Hartford; C.P.A.

Shirley D. Fortney, *Associate Professor of Education* (1992). B.A., Fairmont State College; M.A., Marshall University; M.A., West Virginia College of Graduate Studies; Ed.D., Virginia Polytechnic Institute and State University.

Russell H. Francis, *Visiting Assistant Professor of Accounting* (2001). B.S., M.B.A., Indiana University of Pennsylvania; C.P.A..

Barbara E. Frye, *Associate Professor of Nursing* (2008). B.S.N., West Virginia Wesleyan College; M.S.N., West Virginia University.

Peter Galarneau Jr., *Assistant Professor of Communication* (2003). B.A., West Virginia Wesleyan College; M.A. West Virginia University.

Katherine R. Glenney, *Associate Professor of Psychology* (1989). B.A., Susquehanna University; M.S., Shippensburg University; Ed.D., West Virginia University.

Jeffrey L. Godwin, *Associate Professor of Business* (1998). B.B.A., The College of William and Mary; M.Div., Wesley Theological Seminary; M.B.A., West Virginia University; Ph. D., Virginia Tech.

Katharine B. Gregg, *Professor of Biology* (1976). B.A., Emory University; Ph.D., University of Miami.

Andrew S. Heller, *Assistant Professor of Sociology* (2009). B.S., Wheaton College; M.Agr., Colorado State University.

Mu Hu, *Assistant Professor of Communication* (2007). B.A., Anhui University, China; M.A., Ph.D., The Ohio State University.

Luke G. Huggins, *Associate Professor of Biology* (2005). B.S., Albright College; M.S., University of Delaware; Ph.D., State University of New York at Stony Brook.

Kelly T. Hughes, *Visiting Instructor of Business* (2006). B.S., M.B.A., West Virginia Wesleyan College.

Robert N. Hull, *Professor of Philosophy* (1994) B.A., Hamline University; M.A., Ph.D., University of Kansas.

Bernard F. Keating, *Professor of Philosophy* (1977). B.A., The College of William and Mary; M.B.A., West Virginia Wesleyan College; M.A., Ph.D. University of Virginia.

Ashley Lawson, *Instructor of English* (2007), B.A., West Virginia University; M.A., University of Rochester.

Kevin C. Lee, *Associate Professor of Communication* (2008). B.A., Western State College of Colorado; M.A., Central Missouri State University; Ed.D., Oklahoma State University.

Susan B. Leight, *Associate Professor of Nursing* (2004). B.S.N., SUNY Buffalo, M.S.N., Ed.D., West Virginia University.

Kathleen M. Long, *Professor of Communication* (1987). A.B., M.A., West Virginia University; M.S., Southern Illinois University; Ph. D., University of Connecticut.

Gretchen H. Lynn, *Associate Professor of Computer Science* (1986). B.S., Concord College; M.S.; University of Tennessee, Knoxville; Ph.D. University of Pittsburgh.

Gregory A. Mach, *Associate Professor of Dramatic Arts* (2000). B.A., Michigan Technological University; M.F.A., University of Mississippi.

William M. Mahoney, *Associate Professor of History* (1983). B.A., University of Delaware; M.A., Wake Forest University; Ph.D., University of Connecticut.

William E. Mallory, *Professor of English* (1969). B.A., The American University; M.A., University of Washington; Ph.D., State University of New York at Buffalo.

R. Daniel Martin, *Professor of Exercise Science* (2008). B.A., Bethany College; M.S., Ed.D, West Virginia University.

Drew F. Mason, *Assistant Professor of Exercise Science and Athletic Training* (2009). B.S., West Virginia Wesleyan College; M.S., Marshall University.

Paula L. McGrew, *Associate Professor of Library Science and Reference Librarian* (2001). B.S., West Virginia Wesleyan College; M.A.L.S., Rosary College; M.A., West Virginia University.

Judith A. McKinney, *Professor of Nursing* (1977). B.S., West Virginia Wesleyan College; M.A., M.S.N., Ed.D., West Virginia University.

Devon McNamara, *Associate Professor of English* (1997). B.A., Principia College; M.A. University of Illinois; Ph.D., New York University.

Melody J. Meadows, *Professor of Music* (1995). B.A., Davis and Elkins College; M.A.T., West Virginia Wesleyan College; D.M.A., University of Michigan.

Karen S. Miller, *Assistant Professor of Sociology and Criminal Justice* (2008). B.S., M.S., Eastern Kentucky University; Ph.D., University of Kentucky.

James H. Moore, *Visiting Instructor of Music* (2006). B.A, West Virginia University; M.A., University of the Arts.

Debra Dean Murphy, *Assistant Professor of Religion and Christian Education* (2009). B.S., West Virginia Wesleyan College; M.T.S., Duke Divinity School; Ph.D., Drew University.

Mark Aaron Nelson, *Instructor of Art* (2007). B.F.A., Marshall University

Larry R. Parsons, *Professor of Music* (1968). B.A. Kansas Wesleyan University; M.S.M., Southern Methodist University; D.M.A., University of Illinois.

Karl Paoletti, *Assistant Professor of Music* (2004). B.M.E., Ohio State University; M.M., University of South Carolina; D.M.A. University of North Texas.

Carol A. Pelletier, *Associate Professor of Art* (1997). B.F.A., University of Maine at Presque Island; M.F.A., James Madison University.

Karen R. Petitto, *Associate Professor of Educational Technology* (1992). B.A., Fairmont State College; M.Ed., University of North Carolina at Greensboro, Ed.D. West Virginia University.

Vicki C. Phillips, *Associate Professor of Religion* (1998). B.A., St. John's College; M.A., University of California, San Diego; M.T.S., Harvard Divinity School; Ph.D., Vanderbilt University.

G. Albert Popson Jr., *Professor of Physics and Engineering* (1989). B.S., M.S., Indiana University of Pennsylvania; Ph.D., Clemson University.

Shauna Popson, *Associate Professor of Nursing* (1998). B.S.N., Alderson-Broaddus College; M.S.N., Ed.D., West Virginia University.

Robert O. Rupp, *Professor of History* (1989). B.A., Ohio Wesleyan University; M.A., Ph.D., Syracuse University.

Linda R. Sabak, *Professor of Music* (1974). B.Mus., M.Mus., D.M.A., West Virginia University.

Melanie S. Sal, *Assistant Professor of Biology* (2009). B.A., B.A., Ph.D., West Virginia University.

Tammy J. Samples, *Assistant Professor of Education* (2008). B.S., West Virginia University; M.A., M.A., Marshall University.

Nathaniel L. Sams, *Instructor of Mathematics* (2008). B.A., B.S., M.S., West Virginia University.

Richard Schmitt, *Associate Professor of Creative Writing and English* (2002). B.A., University of Florida; M.F.A., Warren Wilson College.

Thomas I. Schoffler, *Assistant Professor of Musical Theatre* (2007). B.A., West Virginia Wesleyan College; M.F.A., University of Texas at Austin.

Hamid Shaafi, *Associate Professor of Business and Economics* (1990). B.S., M.P.A., University of Tehran; Ph.D., Syracuse University; C.M.A., C.F.M.

Aaron R. Smith, *Visiting Assistant Professor of English* (2008). B.A., West Virginia Wesleyan College; M.F.A., University of Pittsburgh.

Scott B. Street, *Visiting Instructor in Exercise Science and Athletic Training* (2008). B.S., Ohio Northern University.; M.S. Marshall University.

Jeanne D. Sullivan, *Associate Professor of Biology* (1993). B.A., M.A., University of Texas at Austin; Ph.D., University of Maryland.

Janet T. Teachout-Withersty, *Associate Professor of Nursing* (1994). B.S.N., Alderson-Broaddus College; M.S.N., Syracuse University.

Kimberly A. Bjorgo Thorne, *Assistant Professor of Biology* (2006). B.S., University of Florida; M.S. Clemson University; Ph.D., West Virginia University.

Timothy L. Troyer, *Assistant Professor of Chemistry* (2008). B.A., Goshen College; M.S., University of Michigan; Ph.D., Vanderbilt University.

Dawn E. Tyler, *Visiting Instructor of Education* (2008). B.S., M.Ed., East Stroudsburg University.

Douglas A. Van Gundy, *Visiting Instructor of English* (2009). B.A., Davis & Elkins College; M.F.A., Goddard College.

Eric G. Waggoner, *Associate Professor of English* (2002). B.A., West Virginia Wesleyan College; M.A., Old Dominion University; Ph.D., Arizona State University.

Vennessa Walker, *Assistant Professor of Psychology* (2008). B.A., B.S., West Virginia Wesleyan College; M.S., Ph.D., West Virginia University.

Darcey Wayment, *Associate Professor of Chemistry* (2006). B.S., Brigham Young University; Ph.D., Texas Tech University.

Richard G. Weeks Jr., *Professor of History* (1998). B.A., Macalester College; M.A., Ph.D., University of Minnesota.

Joseph E. Wiest, *Professor of Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.

Edward A. Wovchko, *Associate Professor of Chemistry*. (2003). B.S., St. Vincent College; Ph.D., University of Pittsburgh.

Pamela Wovchko, *Assistant Professor of Mathematics* (2005). B.S., West Virginia Wesleyan College; M.S., West Virginia University; Ph.D., University of Northern Colorado.

Special Faculty Appointments

Michael Aloi, *Lecture in Business*

Katherine Lane Antolini, *Lecturer in History.* M.A.

Robert E. Baden, *Lecturer in Music*. B.M.E.

Terri Blake, *Lecturer in Nursing*. Ph.D.

John K. Bohman, *Lecturer in Health and Physical Education*. M.A.T.

Marguerite Bostonia, *Lecturer in Music*. M.Mus., D.M.A.

Cynthia Brissey, *Lecturer in Biology*

LeeAnn Brown, *Lecturer in Communication.* M.A.

Russell P. Bush, *Lecturer in Education,* M.A.T.

Sarah Carr, *Lecturer in Music, M.C.C., M.S.M.*

Melissa Charlton-Smith, *Chemistry Lab and Supplies Coordinator*, B.S.

Amelia Clark, *Lecturer in Sociology*. Ph.D.

Sandra Currence, *Lecturer in Education,* M.A.T.

Eric DeFade, *Lecturer in Music*

Gavin D. Donaldson, *Lecturer in Geography*. M.S.

John Epler, *Lecturer in Mathematics*, M.Ed.

Marty Eshelman, *Lecturer in Education.* B.S.

Kristin S. Floyd, *Lecturer in Business.* M.E.C.

Glenn Francis, *Lecturer in Physical Education*

Donald Gardner, *Lecturer in Music,* M.M.

Matthew Gregory, *Lecturer in Criminal Justice,* M.S.

Peggy Hall, *Lecturer in E.S.L.*. M.A.

Anne D. Hamilton, *Lecturer in Music.* M.M.

Tammie J. Hammon, *Lecturer in Health and Physical Education*. M.S., ATC, CSCS

T. Mark Hamrick, *Lecturer in Music*. B.S.
Allison A. Hull, *Lecturer in Biology,* M.S.
Patricia Juergens, *Lecturer in Spanish,*
Angela Gay Kinkead, *Lecturer in Christian Education*. M.Div.
Michael Kuba, *Lecturer in Psychology*. M.A.
Joseph Kurr, *Lecturer in Business,*
John Lacaria, *Lecturer in Religion,*
Michael Lemley, *Lecturer in Education*
William Lilly, *Lecturer in Exercise Science,* M.S.
Doug Loudin, *Lecturer in Criminal Justice,*
J. Mark Lynch, *Lecturer in Education.* M.A.
Richard Manspeaker, *Lecturer in Music*. B.Mus.
David W. McCauley, *Senior Lecturer in Business*. J.D.
Carol D. Means, *Associate Professor of Education* (2002).
Gretchen Moore, *Lecturer in Dance.* B.A.
Betsey Morgan-Cutright, *Lecturer in English*
Ronda Paoletti, Lecturer in Music. M.M.
Dianne Phillips, *Lecturer in Nursing.* M.S.N.
Shari Phillips, *Lecturer in Education.*
Dennis W. Porter, *Lecturer in Athletic Training*. M.Ed., A.T.C.
Brian Potter, *Lecturer in Athletic Training.* MS, ATC, (ACI), EMT
Cynthia Raffety, *Lecturer in Education.* M.Ed.
Elisabeth Rogers, *Lecturer in English*
Nina Scattaregia, *Lecturer in Dance.* B.A.
Jessica A. Scott, *Lecturer in Music.* M.A.
John C. Sencindiver, *Lecturer in Biology.* Ph.D.
Jesse Skiles, *Lecturer in Health and Physical Education.* B.A.
Bonnie J. Smith, *Clinical Instructor in Nursing*. M.S.N., F.N.P.
Mary A. Spivak, *Lecturer in Music.* D.M.A.
Trevor A. Stevens, *Lecturer in Physics.*
Randall L. Tenney, *Lecturer in Health and Physical Education*. M.A.T.
Heidi G. Thompson, *Lecturer in Art.* B.F.A.
Jerilynn S. Thorn, *Lecturer in Education*. B.A.
Kelley Tierney, *Lecturer in Business.*
Steven Tierney, *Lecturer in Health and Physical Education.* M.B.A.
Robert Turizziani, *Lecturer in Music*. B.M.
Sharon J. Twentier, *Lecturer in Nursing.* M.S.N.
Linda Wagner, *Lectuer in Music.* B.A.
Stephen M. Warner, *Lecturer in Health and Physical Education.* B.S.
Xue-Hui Wayment, *Lecturer in Chemistry.* M.S.
Allen Wilson, *Lecturer in Business.* M.B.A.
Linda Wolfersheim, *Lecturer in Music*. M.Ed.

EMERITI

Arminta T. Baldwin, Professor of English, Emerita (1966-2007). A.B., Glenville State College; M.A., West Virginia University.

Michael L. Berry, Professor of Mathematics, Emeritus (1966-2006). B.S., West Virginia Institute of Technology; M.A., Pennsylvania State University.

Robert S. Braine, *Professor of Health and Physical Education, Emeritus* (1969-2005). B.S., Lock Haven State College; M.A.T., University of North Carolina; Ed.D.,

West Virginia University.

Howard H. Bright, *Professor of Sociology, Emeritus* (1967-1993). B.S., University of Pittsburgh; S.T.B., Th.D., Boston University.

John P. Burgess, *Professor of Education, Emeritus* (1971-1990). B.S., Purdue University; M.A.T., Miami University; M.A., Ed.D., Ball State University.

Margaret C. Campbell, *Professor of Nursing, Emerita* (1976-1997). B.S.N., Alderson-Broaddus College; M.S.N., West Virginia University.

Marvin H. Carr III, *Associate Professor of Christian Education, Emeritus* (1974-2008). B.S., M.A., West Virginia University; B.D., Duke Divinity School; S.T.M., Union Theological Seminary; D.Min., Methodist Theological School of Ohio.

Michael C. Choban, *Associate Professor of Psychology* (1982). B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University.

Carl M. Colson, *Professor of Biology, Emeritus* (1969-2008). B.S., University of Nebraska; Ph.D., University of Florida.

Herbert R. Coston Jr., *Professor of History, Emeritus* (1962-1992). B.A., University of Florida; B.D., Garrett Theological Seminary; M.A., Ph.D., Northwestern University.

Phyllis E. Coston, *Professor of Christian Education, Emerita* (1963-1998). A.B., L.H.D, West Virginia Wesleyan College; M.A., Northwestern University.

Robert S. Craig, *Professor of Business, Emeritus* (1961-1988). A.B., Davis and Elkins College; M.Ed., University of Delaware.

Patricia K. Craven, *Professor of Nursing, Emerita* (1971-1988). B.S., Alderson-Broaddus College; M.N., University of Pittsburgh.

Benjamin F. Crutchfield, *Professor of Library Science, Emeritus* (1969-2001). B.A., M.S.L.S., University of North Carolina.

Margaret E. Davis, *Assistant Professor of Art, Emerita* (1997-2005). B.F.A., West-Virginia University; M.F.A., James Madison University.

Caroline L. Dees, *Associate Professor of Music, Emerita* (1969-2006). A.B., Tift College; M.M., University of Kentucky, M.L.I.S., University of South Carolina.

G. Mark DeFoe, *Professor of English, Emeritus* (1975-2007). B.S., M.A., Oklahoma State University; Ph.D., University of Denver.

Esther G. Wilmoth Dyer, *Professor of Education, Emerita* (1965-1996). A.B., West Virginia Wesleyan College; M.A., Scarritt College.

Franklin C. Ellis, *Professor of Health and Physical Education and Coach of Baseball, Emeritus* (1950-1986). B.S., West Virginia Wesleyan College; M.A., West Virginia University.

Anthony A. Gum, *Associate Professor of Business, Emeritus* (1969-2006). A.B., Glenville State College; M.A., Marshall University.

Lillian J. S. Halverson, *Professor of Family and Consumer Sciences, Emerita* (1970-1999). B.S., M.S., Stout State University; Ph.D., Ohio State University.

Donald L. Hamilton, *Professor of Music, Emeritus* (1985-1998). A.B., Fairmont State College; M.M., West Virginia University.

Allen T. Hamner, *Professor of Chemistry, Emeritus (*1969-2007). B.S., West Virginia Wesleyan College; Ph.D., Cornell University.

Paul R. Hickman, *Professor of Earth Science, Emeritus* (1958-1993). B.S., Ohio State University; M.S., West Virginia University.

Annette R. Hiedemann, *Professor of Psychology, Emerita* (1968-1994). B.A., University of California; Ph.D., Leopold-Franzens Universität, Austria.

Arthur B. Holmes, *Professor of Religion, Emeritus* (1970-2006). B.S., Stetson University; B.D., Emory University; Ph.D., Drew University.

Robert L. Hunt, *Professor of History, Emeritus*. (1959-1989). B.A., Alderson-Broaddus College; M.A., Marshall University.

Nancy A. Jackson, *Professor of Nursing, Emerita* (1977-1993). B.S., Boston University; M.N.Ed., Ph.D., University of Pittsburgh.

Thorvald W. Jorgensen, *Professor of Business Administration and Economics, Emeritus* (1965-1977). B.A., University of Utah; M.B.A., New York University.

George A. Klebez, *Associate Professor of Health and Physical Education and Director of Athletics, Emeritus* (1986-2008). B.S., West Virginia Wesleyan College; M.S., D.Phys Ed., Indiana University.

Judith R. Martin, *Associate Professor of Library Science* (1976). B.A., Wheeling College; M.A., M.S.L.S., University of North Carolina.

W. Irene McKinney, *Professor of English, Emerita* (1990-2000). B.A., West Virginia Wesleyan College; M.A., West Virginia University; Ph.D., University of Utah.

David A. Milburn, *Professor of Music, Emeritus* (1966-2004). B.Mus., M.Mus., West Virginia University; D.M.A., Catholic University of America.

Charles E. Miller, *Assistant Professor of Education and Coach of Men's Basketball, Emeritus* (1992-2005). B.A., West Virginia Wesleyan College; M.A., West Virginia University.

Joseph B. Mow, *Professor of Philosophy, Emeritus* (1963-1988). B.A., Manchester College; B.D., Ph.D., University of Chicago.

Kumaran R. Nair, *Professor of Economics, Emeritus* (1969-1995). B.A., M.A., Kerala University, India.

Patton L. Nickell, *Professor of Education, Emeritus* (1963-1986). B.S., West Virginia Wesleyan College; M.A., Marshall University.

Betty J. Norvell, *Professor of Communication and Dramatic Arts, Emerita* (1957-1995). A.B., Greensboro College; M.F.A., Ohio University; Ph.D., West Virginia University.

Charles I. Presar, *Professor of Speech Communication and Dramatic Arts, Emeritus* (1967-1990). B.A., Heidelberg College; M.A., Northwestern University.

Sandra J. Presar, *Professor of Communication, Emerita* (1968-2004). B.S., M.A., Bowling Green State University

Vijaya Rao, *Professor of Sociology and Social Work, Emerita* (1990-1998). B.A., M.A., Agra University, India; M.S.W., The M.S. University of Baroda, India; D.S.W., University of Pennsylvania.

Larry A. Reed, *Professor of Dramatic Arts* (1977). B.A., WVWC; M.A., M.F.A., West Virginia University.

G. Paul Richter, *Professor of Chemistry, Emeritus* (1965-1997). B.A., Grinnell College; Ph.D., University of Minnesota.

Dean H. Ruhlow, *Professor of Business, Emeritus* (1959-1996). B.S., West Virginia Wesleyan College; M.A., University of Nebraska.

John K. Saunders, *Associate Professor of English, Emeritus* (1983-2005). B.A., M.A., Oklahoma State University; Ph.D., State University of New York at Stony Brook.

Stephen D. Tinelli, *Professor of Art, Emeritus* (1961-1992). B.S., Lamar State College of Technology; M.A., Columbia University.

Marjorie F. Trusler, *Professor of Modern Languages, Emerita* (1969-2005). B.A., Hood College; M.A., Middlebury College; M.A., West Virginia University; Ph.D., Emory University.

Margaret I. Walls, *Professor of Human Ecology, Emerita* (1960-1992). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

John R. Warner Jr., *Professor of Sociology, Emeritus* (1970-2005). B.A., Baker University; S.T.B., Ph.D., Boston University.

Elizabeth M. Weimer, *Professor of Biology, Emerita* (1962-1986). B.S., Bethany College; M.S., University of New Hampshire.

Kenneth B. Welliver, *Professor of Religion, Emeritus* (1964-1997). B.A., DePauw University; B.D., Yale Divinity School; M.A., Ph.D., Yale University.

Thomas H. Williams, *Professor of Education, Emeritus* (1991-2006). B.A., Fairmont State College; M.A., West Virginia University; Ed.D., Virginia Polytechnic Institute and State University.

PRESIDENTS

Bennett W. Hutchinson, A.M., S.T.D., LL.D., 1890-1898
Frank B. Trotter, A.M., LL.D. (Acting), 1898
Simon L. Boyers, A.M., D.D., 1898-1900
John Wier, A.M., D.D., 1900-1907
Carl G. Doney, Ph.D., LL.D., 1907-1915
Thomas W. Haught, A.M., Sc.D. (Acting), 1913-1914, 1922-1923, 1925-1926
Wallace B. Fleming, Ph.D., D.D., L.H.D., LL.D., 1915-1922, (Acting) 1941-1942
Elmer Guy Cutshall, Ph.D., 1923-1925
Homer E. Wark, Ph.D., LL.D., 1926-1931
Roy McCuskey, S.T.B., D.D., 1931-1941
Joseph Warren Broyles, Ph.D., D.D., 1942-1945
Arthur Allen Schoolcraft, Ph.D., LL.D., (Acting), 1945-1946, 1956-1957
William John Scarborough, Ph.D., LL.D., 1946-1956
Stanley Hubert Martin, Ph.D., D.D., LL.D., 1957-1972
Kenneth M. Plummer, Ph.D. (Acting), 1971
Richard Alvin Cunningham, Ed.D. (Acting), 1972-1973
John Davison Rockefeller IV, A.B., LL.D., L.H.D., D.P.S., 1973-1975
William H. Capitan, Ph.D. (Acting), 1975-1976
Ronald Eugene Sleeth, Ph.D., 1976-1977
Fred E. Harris, Ed.D., 1977-1981
Hugh A. Latimer, B.S.E.E., LL.D., 1981-1986
Thomas B. Courtice, Ph.D., 1986-1994
G. Thomas Mann, Ph.D., (Interim), 1994-1995
William R. Haden, M.A., LL.D., 1995-2006
Pamela M. Balch, Ed.D., 2006-

DEANS

Frank B. Trotter, LL.D., 1890-1907
William A. Haggerty, Ph.D., 1907-1909
Thomas W. Haught, Sc.D., 1909-1929
Oscar Doane Lambert, Ph.D., 1929-1944
Arthur Allen Schoolcraft, Ph.D., LL.D., 1944-1959
Orlo Strunk, Jr., Ph.D., 1959-1968
Nelson M. Hoffman, Jr., Ph.D., 1968-1970
Richard Alvin Cunningham, Ed.D. (Acting), 1970-1971, 1973-1974
Kenneth M. Plummer, Ph.D., 1971-1973
William H. Capitan, Ph.D., 1974-1979
Kenneth B. Welliver, Ph.D., 1979-1987
Barbara L. Richardson, Ph.D., 1987-1991
G.Thomas Mann, Ph.D., 1991-1998
Richard G. Weeks, Jr., Ph.D., 1998-2002
Shirley D. Fortney, Ed.D., 2002-2003
Jeff Abernathy, Ph.D., 2003-2004
Larry R. Parsons, D.M.A., 2004-

Index

A

Academic Integrity 34
Academic Policies 31
Academic Standing 32
Advising 31
Alcohol and Drug Policies 41
Application for Degree 34
Athletic Training Courses 17
Auditing 32

B

Business Courses 13

C

Calendar 4
Campus Center 45
Cancellation of Courses 34
Career Center 45
Chapel 45
Child Development Center 46
Code of Conduct 40
Commencement 34
Commercialization of Lecture Notes 36
Contents 3
Course Numbering System 11
Cultural Events 46

E

Education Courses 26

F

Fees 10
Financial Aid 11
Five-Year Master of Business Administration Program 13
Food Service 46
Foundation Course, Masters in Business 12

G

Grades 32
Graduate Academic Programs 9
Graduate Programs, Admission 9

H

Health and Counseling 47
History of Wesleyan 6
Housing 47

I

Incomplete Grade 33
Information Technology 33
Institutional Records 36

L

Learning Center 47
Library 49
Licensure, Master's in Education 24

M

Master of Business Administration Program 12
Master of Science Degree in Athletic Training 16
Master of Science in Nursing 19
MASTER'S IN EDUCATION 23
Motor Vehicles 50
Multi-categorical Special Education 25
Multi-Categorical Special Education Courses 27

N

Nursing Courses 21

P

Parking 50
Physical Education Center 54
Post-baccalaureate Accelerated Initial Certification 25
Post-Baccalaureate Accelerated Initial Certification Courses 29
Professional Education Core Courses 26

Q

Quality Points 32

R

Reading Courses 28
Reading Specialization 25
Registration 31
Resources 45

S

Security 45
Sexual Harassment 40
Social Responsibility 39
Specialization in Reading Courses 28
Statement of Mission 6
Student Complaints 36
Student Grade Review 36
Student Life 39

T

Testing Services 54
Transcripts 33
Transfer Credit 31
Tuition 10

V

Visiting Students 10

W

Withdrawal 31
Writing Center 55

WEST VIRGINIA
WESLEYAN COLLEGE

59 COLLEGE AVENUE
BUCKHANNON, WV 26201